



State of Rhode Island
DEPARTMENT OF EDUCATION

Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 5c
January 11, 2022

Angélica Infante-Green
Commissioner

January 11, 2022

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner *A. Infante*

RE: **YouthBuild Preparatory Academy Opening Plan – Request for Endorsement**

YouthBuild Preparatory Academy (YBPA) is a new public school, authorized by RIGL 16-3.1-21, geared towards providing an alternative-diploma-granting secondary education program for students, ages fourteen (14) to twenty-one (21), who are achieving limited success in their traditional setting. Per RIGL 16-3.1-21, the overall purpose of YBPA is to:

- (i) Support students at risk of school failure, with a special focus on the diverse needs of urban students, to create an environment for individual growth, and to cultivate social and emotional development;
- (ii) Offer a rigorous and relevant standards-driven, experiential learning community, and to provide college and career preparatory education based on guided, project-based core curriculum, with an emphasis on education, human services, and community development; and,
- (iii) Provide an alternative learning environment for disconnected and at-risk students desiring to complete their academic careers in a setting that offers comprehensive support services, accelerated academic curriculum, leadership development, and life skills that will enable them to become resilient, self-sufficient adults.

Following the approval of YBPA's Board of Trustees by the Council on Elementary and Secondary Education at their August 17, 2021, meeting, RIDE established a MOU with YBPA and required the school to come before the Council and seek their endorsement to open for the 2022-2023 school year.

Although YBPA is not a charter school, RIDE incorporated within the MOU best practices from its charter authorizing processes to ensure rigorous vetting and support for a strong start. This included the best practice of having a third-party evaluator conduct an independent review of the school's quality and meeting the above legal requirements.

YBPA has satisfactorily met all the conditions highlighted in the MOU:

- (a) Submit its Comprehensive School Plan (the "School Plan") to Dr. Kenneth Wong, the Walter and Leonore Annenberg Professor of Education Policy at Brown University, who will conduct an independent quality evaluation of the school;
- (b) Hire a qualified chief administrator (i.e. head of school, executive director, chief executive officer) to oversee day-to-day operations, as well as a qualified and certified academic leader, who shall be interviewed and approved by RIDE;
- (c) Identify an appropriate building (permanent or temporary) for operating the YBPA and otherwise meet those pre-opening requirements that RIDE believes are necessary to ensure a successful school opening;



YouthBuild Preparatory Academy Overview of School Plan and Review Process

- (d) Comply with an accountability framework to be agreed-upon with RIDE that shall be inclusive of academic, organizational, and financial performance; and
- (e) Identify clear shared services, governance, and financial structures, via a written agreement or documented policy, between YBPA and the YouthBuild Providence Program.

Upon receiving the Council's endorsement, RIDE will continue to support YBPA with successfully opening in the 2022-23 school year.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to endorse the Opening Plan of the YouthBuild Preparatory Academy.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Review of School Summary and Process Overview
- The Independent review of YBPA's Comprehensive School Plan
- YBPA's Comprehensive School Plan



YouthBuild Preparatory Academy Overview of School Plan and Review Process

School Summary

School Overview			
Location of School:	Providence	Grade Level (At-Scale):	9-12
Enrolling Communities:	Providence	Enrollment (At-Scale):	265

School Mission & Model	
School Mission:	<p>“The mission of YBPA is to provide a unique secondary education experience, to all students, with a focus on developing young men of color academically, socially and emotionally; engaging them in career and technical training and preparing them to access post-secondary opportunities and to be engaged civic-minded leaders.”</p> <p>“Our vision is to provide students with sustainable skills in the realms of academia, high-wage and high-skills attainment in the workforce, social and emotional stability, and civic engagement.”</p>
School Model:	<p>YouthBuild Preparatory Academy (YBPA) will serve urban youth between the ages of 14-21 through curricula that is grounded in social justice, with a focus on social and economic issues facing urban youth, educational equity, politics, advocacy, community development, and mental, physical, and emotional wellness.</p> <p>The school doors will be open 12 hours a day from 7AM-7PM where students will be greeted by school staff. Students will be in school for 8 hours during the week and will have an opportunity to engage in YB Prep’s Saturday School. Saturday School will challenge students performing at or above grade level to tackle more stimulating academic work including Advanced Placement (AP) courses and/or college readiness instruction; and additionally, provide additional support for struggling learners having difficulties mastering concepts and skills, those who need to make up work, and students who need additional assistance in completing projects.</p> <p>Due to the school’s commitment to academics and workforce development, students will also be placed in differently framed grade levels that are unique to the school’s model:</p> <ul style="list-style-type: none"> • Apprentice I (9th grade equivalent) • Apprentice II (10th grade equivalent) • Apprentice III (11th grade equivalent) • Master (12th grade equivalent) <p>Apprentice I students (9th graders) have pre-determined, well-structured schedules to ensure the development and maintenance of strong foundational skills and academic competencies. As YB Prep students matriculate to the upper grades, they are afforded more flexibility in course selection. Students will earn a high school diploma upon completion. Lastly, the school’s model consists of four distinct types of career academies; Career Awareness, Career Exploration, Career Preparation, and Career Training. In addition to a diploma, students graduate with stackable industry-recognized certifications or credentials. In Year 2 of enrollment, while students continue their core academic studies, they take seminar classes in one of three career-focused academies. When students enter “Apprentice III” status of enrollment, they choose one of the three academies.</p>



YouthBuild Preparatory Academy Overview of School Plan and Review Process

	<p>Per the shared agreement with YouthBuild Providence and YBPA, YBP will provide development, training, and certification for students regarding career pathways (Construction and Culinary Arts). Complementary to this effort YBPA will mainly provide academic instruction, Special Education, and other services expected in a school setting.</p>
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YBPA's Planned Enrollment			
School Year	School Year	Cohorts	Total Student Enrollment
Year 1	2022-23	9,10	135
Year 2	2023-24	9, 10, 11	200
Year 3 (At-Scale)	2024-25	9, 10, 11, 12	265



YouthBuild Preparatory Academy Overview of School Plan and Review Process

Review Process Overview

The YBPA team has engaged in RIDE's rigorous pre-opening process. The team has met with RIDE biweekly, has gone through multiple interviews, and has had touch points regarding each condition listed in the school's MOU with RIDE. Below are the conditions the school had to meet and a description of how they met that condition.

Review Process Condition	Description of How YBPA Has Met this Review Process Condition
Independent quality review	<p>Dr. Wong conducted an initial review in early fall 2021. YBPA reviewed Dr. Wong's response and submitted updates to the plan on November 5, 2021. On November 28, 2021, Dr. Wong completed his quality review and concluded that there were no material concerns for YBPA's opening in Fall 2022.</p> <p>Dr. Wong begins his evaluation by pointing out how YBPA is built on YB Providence's proven programing in serving underserved urban youth. In addition, the outcomes of YB Providence are strong in the areas of high school equivalency/diploma, certifications, completion, retention, and recidivism. Therefore, these programs can help the YBPA become successful in serving it's high school age students and community.</p> <p>Dr. Wong also highlights that the school's comprehensive plan pays close attention to individual student support. The school will have both a responsive and proactive approach to supporting students in crisis. This includes one-to-one check-ins with each student.</p>
School Leadership	YBPA will employ a Chief Academic Officer who will functionally serve as YBPA's school leader, underneath the Executive Director. YBPA has hired two interim Chief Academic Officers (CAO) to help with the development and launch of YBPA. Both representatives were interviewed and approved by RIDE. RIDE will participate in the selection of the permanent CAO.
Facility	YBPA has an official intent to occupy document on file and is looking to close out on an official lease by the end of the month at the latest. Their building will be in Providence.
School Governance	<p>RIDE and YBPA are developing an overall school accountability framework for YBPA that will be modeled after RIDE's existing charter school framework, inclusive of operational and financial sustainability indicators. The school is currently working with RIDE on an agreed-upon academic performance measures that will help evaluate the academic success of YBPA's unique mission.</p> <p>The school also has a written agreement with YouthBuild Providence, where the YBPA will partner with YBPA, which outlines shared academic and operational services between both entities.</p>

*Independent quality review and certification of YouthBuild Preparatory Academy:
Comprehensive School Plan*

Submitted by Independent Reviewer:

Dr. Kenneth Wong

December 14, 2021

RIGL Chapter 16-3.1, Section 16-3.1-21 requires YouthBuild Preparatory Academy to submit to the Education Commissioner, the Providence and Central Falls school districts, and the Council on Elementary and Secondary Education “A plan for the governance, administration, and operation of the YouthBuild Preparatory Academy, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the YouthBuild Preparatory Academy, and the means of ensuring accountability.” YBPA has submitted its Comprehensive School Plan and supplementary materials to the Rhode Island Department of Education, with the goal of opening the school in fall 2022.

At the request of the Rhode Island Department of Education, Dr. Kenneth Wong (Brown University Professor) assumes the role of an independent reviewer of the quality of the YBPA Comprehensive School Plan and the supplementary materials. Dr. Wong’s review follows the terms established in Chapter 16-3.1. The independent quality review draws on several information sources, including YBPA’s comprehensive school plan, discussion with the YBPA Board Chair and the Chief Executive Director, and additional YBPA clarifications to the reviewer’s follow-up questions.

Based on a review of all the pertinent materials, this independent review certifies that there are no material concerns with the latest YBPA’s school plan and recommends RIDE move forward with the YBPA’s school plan.

The YBPA comprehensive school plan is fully committed to social and racial justice. It offers a coherent education program that will address the academic and workforce development needs of many over-aged and under-credited youth in Providence and Central Falls. YBPA is fully committed to promoting student success for male youth in underserved urban communities.

YBPA builds on YouthBuild Providence’s programs that have proven to offer positive experience for underserved urban youth. The YouthBuild USA National Organization conducted an evaluation of the training and education services provided by YouthBuild Providence and found promising outcomes in a number of areas. These included:

- High School Equivalency/ Diploma - 74%
- Certifications - 82%
- Program Completion - 78%
- Attendance - 93%
- Retention - 78%
- Recidivism - 0%

Clearly, the 74% performance in granting high school equivalency/diploma suggests a promising summative academic outcome. Overall, these results showed a solid foundation for YBPA to launch the new school in 2022.

This review will highlight issues that YBPA has addressed or in the process of addressing based on comments, suggestions, and queries from the independent reviewer pertaining to governance, administration, and operation of YBPA's school plan. In the summary below, each issue is first framed by the reviewer and then followed by a YBPA response.

A. Governance:

1. The YBPA Bylaws (adopted on October 25, 2021) Article IV Board of Trustees Section 3.1 Qualifications specified that the "Board of Trustees shall be representative of the community it serves and consist of a balanced group of individuals composed of different races, ethnicities, ages, sexes, and occupations." However, it was not clear if parents, students, or professional educators will have representation on the board.

YBPA clarifies that one YBPA Board seat is designated for a parent/guardian leader to ensure a formal opportunity for parental voices in key governance and decision-making activities. Further, YBPA staff will maintain a culture and climate wherein parents can speak with student support services staff about issues and concerns they may have regarding school operations. YBPA staff will collect and synthesize parental concerns to inform policy and/or practice.

Equally important, one seat on the Board of Trustees will be designated for the YouthBuild Preparatory Academy Policy Council President/Leader. The seat shall be a voting seat and will have all rights and powers as any other Trustees. YB Policy Council has decision making authority and provides an additional level of accountability to the organization.

2. The independent reviewer has received clarification on the power and responsibility of the Board of Trustees in determining the contractual terms of the CEO. The Executive Committee of the Board of Trustees will meet annually to review the CEO's contract, discuss CEO's performance, and make a compensation recommendation to the full Board. The evaluation process will be facilitated by a third party which involves the Board of Trustees, Staff and CEO interviews/survey.
3. YBPA has provided additional details on the role of the Community Outreach Committee and the Academic Oversight Committee.

According to YBPA, the Academic Oversight Committee has two primary roles: 1) ensuring school performance meets the goals outlined in the school's Accountability Plan; and 2) in collaboration with the CEO, hiring and evaluating the school's Chief

Academic Officer. First, the Committee monitors student and school performance, and related compliance reports to ensure the academic goals articulated and adopted in the school's Accountability Plan are achieved. The Committee works with the school's leadership team to establish annual goals and milestones in accordance with the Accountability Plan. Second, the Committee performs/provides oversight for those tasks associated with the recruitment, selection, hiring, support, and evaluation of the school's Chief Academic Officer. The Committee conducts a mid- and end-of-year evaluation of the CAO's performance based on criteria and accountability outlined in his/her job description and contract. This includes, but is not limited to, his/her ability to meet the school's established academic and organizational goals as evidenced by RIDE audit and progress reports. Professional educators will work with the Academic Oversight Committee to meet the school's academic and organizational goals.

The Community Outreach Committee will focus on several aspects of parental and community engagement: inform parents and the community at-large about the school's mission, vision, and core operating values; solicit feedback regarding school programming; build community and industry partnerships, and sponsor public forums, meetings, and other events.

4. Parents will have opportunities to meet with teachers on student progress during the academic year. According to YBPA, the school will administer an internally created survey two times per year, once in late-September/early-October and again in May. This data will be analyzed by YBPA staff and used for professional development and school evaluation both during the school year and during the Summer Academy. Additionally, parent-teacher conferences will be held once during each trimester and regular two-way communication between the school and families will be encouraged and supported with the use of the school's MIS system, a communication app, email, newsletters, and/or phone calls.
5. This review noted that the YBPA Bylaws were adopted on October 25, 2015. On Article II Offices, Section 1 Offices, there was a reference to having offices outside the State of Rhode Island, which seemed inconsistent with the school's targeted student population in Providence and Central Falls. The 2015 YBPA Bylaw also used the term "executive director" instead of "chief executive officer." In light of these inconsistencies, YBPA recognizes the need to update the Bylaws. YBPA's Governance Committee will submit recommended updates to the existing Bylaws to update governance, corporate structure and operations. It is anticipated that YBPA's attorney will prepare updates on the Bylaws prior to February 2022.

B. Administration:

1. This independent review receives YBPA clarification on administrative accountability. The organizational chart shows that the YBPA CEO supervises 4 key staff: Director of Finance, Director of Academic Programs (Principal), Director of Student Supports

(shared position with YB), and Director of Development. Led by the CEO, the YBPA administrative team will be driven by theory and practice of distributed leadership with shared responsibility. The CEO will provide the necessary time, resources, coaching, and capacity for the direct reports to meet the performance goals. The CEO will make sure that the key staff understand how their area of expertise contributes to the overall success of YBPA. The administrative team will meet regularly to review progress on all measures to allow for deeper dives, reevaluation of practices, and shift in service delivery, and to identify areas that require immediate attention. The CEO will also perform quarterly check-ins and informal evaluations to ensure that goals and objectives are being met. Ultimately, the Board of Trustees will hold the CEO and CAO accountable for the overall outcomes of the school and will conduct a formal annual review process.

2. On the complex issue of managing relationships with sending school districts, the YBPA recognizes the need for engaging the sending districts in both policy-level discussion and contractually for services, where appropriate. YBPA's plan is to have an MOU that outlines the nature of the relationship between Providence Public School District and YBPA, including a description on roles and responsibilities, frequency of meetings, areas of shared services, such as services for MLLs, and a shared vision and accountability structure for both parties. At this time, YBPA has no plan to request shared-services from PPSD. YBPA will continue to work with RIDE on these issues.

C. Operation:

1. The independent reviewer pointed out the need for a service sharing agreement between YouthBuild Providence and YBPA. According to the YBPA school plan, YouthBuild Providence will extend its services to enrollees in the YBPA. Sharing of services will be supported by "half-time salaries for key leadership roles" shared across both organizations and "lending or in-kind support" of student and program support staff. The organizational chart and staffing plan provide helpful information, including part time and grant funded positions. At the same time, further clarification is needed for operational purposes.

The independent reviewer conveyed to YBPA that there is a need for both organizations, given their independent 501 c3 status, to reach a service sharing and data exchange agreement to ensure clarity of roles and responsibilities of the staff. The agreement will also clarify the financial obligations of each organization in staff compensation as well as service scope and cost, including "lending or in-kind" support. There is a need to establish a process for annual performance review of the staff as well as a review on the staff sharing arrangement as the YBPA School evolves. Finally, the service agreement should be reviewed and approved by the governing board of the two organizations.

In light of the comments and suggestions of the independent reviewer, YBPA recognizes the necessity of establishing clear expectations on roles and responsibilities between YouthBuild Providence and YBPA. YBPA will employ legal expertise to develop service sharing agreements pertaining to the YouthBuild Providence program and YBPA that outlines shared services, space, staffing, and resources between the two entities. YBPA further underscores that it is important to YBPA's mission and operations to leverage the expertise of both entities to provide comprehensive support and culturally-relevant rigorous academics. This approach will also allow YBPA to maximize the per-pupil revenue to better support the students and operational obligations.

YBPA and YBP will use the following principles to develop and execute a comprehensive shared service agreement:

- Joint planning, development, and evaluation
- Clearly written agreements
- Equitable cost sharing
- Program review & Evaluation

YBPA and YBP plan to further develop the following roles and responsibilities for their shared service agreement:

- YouthBuild Providence (YBP) will agree to provide Workforce Development Training & Certification for Construction and Culinary Arts. (Cost schedule to be developed)
- YouthBuild Preparatory Academy (YBPA) will agree to provide Academic instruction, Special Education and Related Services. (Cost schedule to be developed)
- The CEO of YouthBuild Preparatory Academy will provide administrative leadership to both YBP and YBPA.
- YBPA & YBP will share facilities and will cover the lease and operational costs based on percentage of use for dedicated space. Community space sharing will be determined later.
- YouthBuild Providence will provide additional student support services as agreed upon through a staff cost share model. (Cost schedule to be developed)
- Both parties will develop and implement a student enrichment, community service and internship program that align to the overarching mission and goals of both parties.
- Establish Data Sharing Agreement, where necessary.
- YBPA & YBP will develop and implement budgets specific to their program, and manage their individual finances at their own discretion in accordance with applicable guidelines. Both parties will have the right to conduct their own independent fundraising efforts and pursue grants. However, where appropriate, both parties will collaborate on philanthropic and other support.

2. In reviewing an earlier budget, the reviewer found that YBPA plans to incur a deficit of \$183,750 during the startup phase. The reviewer was wondering how the deficit will be

handled. Further, the reviewer sought clarification on the status of securing the lease for the school.

In response to the reviewer's comments, YBPA's updated budget has removed the start-up column since it was an attempt to calculate salary cost for the first quarter of operation and not to reflect projected start-up cost for the school. In launching the new school, YBPA understands that not all expenses are predictable and that it will be necessary to accommodate unexpected expenses. Nonetheless, the latest version of the multi-year budget includes a 10% contingency fund.

Further, YBPA is currently in negotiation for a starter location in Providence, RI. YBPA is also working on the logistics and design for its permanent home to be ready for SY 2024-2025.

3. This independent review raised several issues pertaining to educational Programming. During Apprentice I (freshman year) and Apprentice II (sophomore year), students will complete core, special, and elective courses. Starting in Apprentice III (junior year), students will be placed in one of three academies:
 - *Community Development Academy* offers two components: construction and nonprofit administration and leadership.
 - *Academy for Human Services* exposes students to various types of human service professions, including counseling, coaching, therapies, youth development, social justice and community organizing. In addition, Human Services Academy students are dual-enrolled at CCRI in the social services certificate program.
 - *Academy for Future Teachers*: A pre-service apprenticeship program designed to provide content knowledge and practical experience in teaching.

Since students choose these academies, the concentration of students is likely to vary across the academies and across cohorts. The reviewer sought YBPA's clarifications on the school's staff adjustment due to enrollment variations.

YBPA responded to the reviewer's comments with details as follows. YBPA will address variations in staffing at the CTE class level in accordance with interest and enrollment in the Academies. Core subject needs will remain steady as students matriculate through their time at YBPA, the main variable will be Academy instructors. Using the following proposed plan, YBPA will be able to make staffing decisions about CTE instructors/industry partner needs annually and adjust accordingly:

- Year 1: Students will be exposed to different academies through themed interdisciplinary projects related to the core tenets of each Academy.
- Year 2: Formal workshops will be led by industry partners to help students explore more deeply each Academy so students can make informed decisions when choosing a track. Students will be asked to submit 1st and 2nd academy choices in late-April/early-May of Year 2. YBPA and industry partners will develop acceptance criteria for each Academy, and student will be placed in an academy of choice through either an interview, project task, or lottery process

(to be determined). By the end of Year 2, students will be informed of their Academy and will have the opportunity to participate in focused Summer Academy activities to help prepare them for Year 3.

- Year 3: Student will enter their Academies. Core subjects (math, science, social studies, and ELA) will remain steady. Industry partners/CTE instructors will engage students in Academy-specific learning activities/projects. Core subject and CTE teachers will collaborate whenever possible to develop interdisciplinary projects. At the end of Trimester 1 students will be given the opportunity to apply to switch Academies, if needed. Due to the Year 1 and 2 structure, YBPA does not anticipate there will be many students who will utilize this option and believe this will not have a significant effect on CTE staffing.
- Year 4: Students will be fully immersed in their Academy work. Core subjects will be purposefully designed around projects that are directly connected to the goal and purpose of the Academy. Students will be engaged in internships or other real-world opportunities as part of their work.

Further, YBPA recognizes that all students may not enter YBPA as Year 1 students. As a result, an accelerated program will be developed for individual students or small groups of students to allow them to explore and choose an Academy. This process still needs to be fully developed and will be closely matched to the full process described above.

Lastly, during the first few years of operation, YBPA is fully aware that this process will require revisions, as with any new school. Administration, with input from teachers, support staff, students, and families, will assess monthly to identify areas that can be strengthened or need to be changed, with the goal of having a finalized and fully implemented process no later than Year 3.

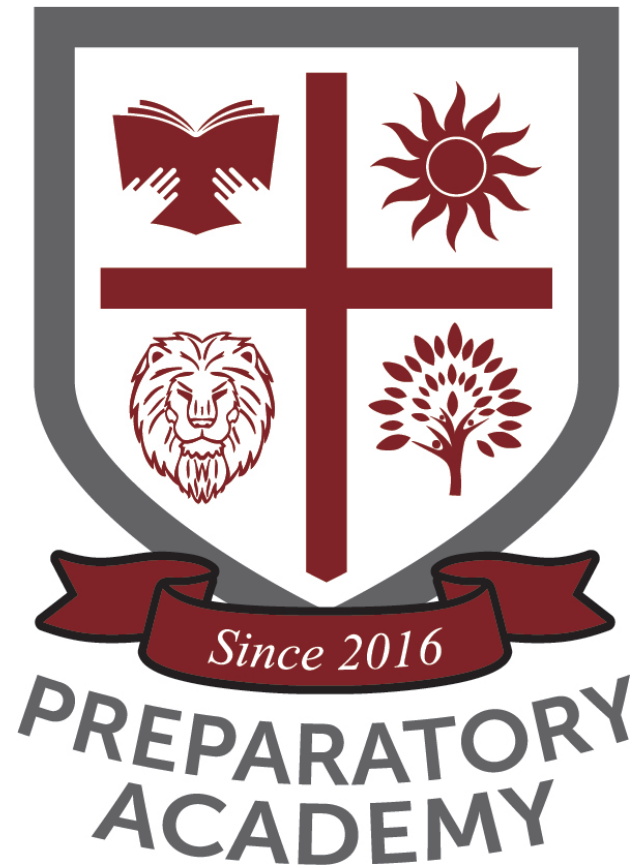
4. This review recognized that YBPA's school plan pays extra attention to individual student support. According to the plan, embedded within each day's activities, YBPA's student support staff deploys both a responsive and proactive approach to intervening on behalf of a student in crisis. Also, every two weeks throughout each day, staff randomly conduct a one-to-one check-in with each student. The school day concludes with Closing Circle during which the entire student body gathers to discuss the day's achievements and to provide announcements. The reviewer requested YBPA to clarify the extent to which specialized support staff may collaborate as a team to support students.

In response to the reviewer's comments, YBPA clarifies that support staff will not only collaborate with teachers and other staff in the building but will make use of their network of external supports, including counselors, health care professionals, community-based organizations, and/or any other resources that will help students thrive academically and emotionally. More importantly, they will provide professional development to YBPA Staff on topics they have expertise in to build a stronger network of caring adults for students and help classroom teachers better identify when a student

may need extra support. Finally, support staff and classroom teachers will meet bi-weekly as a PLC to discuss student issues. Students will be grouped so that core teachers, support staff and other school personnel who work with common cohorts of students can meet and discuss any successes and needs of individual students or groups of students. This is in contrast to the traditional department-based PLC model, which will meet to discuss curriculum, but cannot fully address student issues as they may not work with the same student groups. The goal is to provide a space for all YBPA staff that interact with a particular cohort to compare needs, behaviors, and successes. This will strengthen support for students or their family both in school and at home. This blended PLC/RTI approach supports a comprehensive level of engagement and review that will identify early warning signs that students are struggling or not being challenged enough and allow for interventions to be put in place before the student falls too far behind or becomes disengaged.

YBPA provides further details on intervention strategies to support and accelerate learning for students at-risk of school failure. By using the school's blended PLC/RTI model as the primary vehicle for instructional and student services, staff review student behavior, work, and other academic performance data to identify those students who are struggling academically and/or behaviorally or are not being challenged enough. Once identified, the PLC executes a RTI strategy to address student challenges. This strategy involves a three-tiered approach: The interventions within each Tier are specifically designed to address the unique need(s) of the student for which the intervention(s) is created. Students advance through the tiered intervention structure if, and only if, the initially assigned intervention strategy does not work. Students requiring interventions are identified via various academic and nonacademic performance measures. Tier 1 interventions are classroom-based and include differentiated content and/or instruction as determined by students' performance and/or learning style. A timeline indicating benchmarks for performance gains will then be developed. Students who do not meet established timelines and performance benchmarks escalate to Tier 2 level interventions which involve targeted small group engagement which augment regular classroom instruction and support. Tier 3 interventions require individualized and targeted remediation to address continuing learning and/or behavioral challenges. Should any student assigned to Tier 3 continue to struggle, the PLC may refer the young person to special education and/or external health or human services. Individual student academic performance and behavior challenges are reviewed bi-weekly by the PLC, where classroom and RTI approaches are assessed and revised if needed.

YOUTHBUILD



YOUTHBUILD
PREPARATORY ACADEMY

**Comprehensive School
Plan**

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Section I YouthBuild Preparatory Academy, Inc.

Introduction/Organizational Background

YouthBuild Preparatory Academy, Inc.'s (YBPA) roots harken back to the Providence Plan, a nonprofit organization working to improve the economic and social wellbeing of the city, its residents, and its neighborhoods, which has helped establish our genesis, YouthBuild Providence. Operating for 20+ years, YouthBuild Providence is one of the longest continuously operating YouthBuild organizations and is known for its proven combination of integrated academics, industry-based-standard in the construction (trades), personalized leadership development, and support for students in the program as they move into gainful employment in their community. YouthBuild Providence serves the unique academic and nonacademic learning needs of urban youth through curricula that are grounded in social justice, with a focus on social and economic issues facing urban youth, educational equity, politics, advocacy, community development, and mental, physical and emotional wellness.

YouthBuild Preparatory Academy Inc. Evolved from YouthBuild Providence

As we strived to further empower students, we needed an integrated, comprehensive support system for disenfranchised youth—particularly young men of color—that continue to be undereducated in public schools. Their learning styles and social skills are distinctly different from those of the general population; therefore, their learning styles tend to be perceived as problematic by educators. As such, many slip through the cracks, drop out of school and experience higher rates of poverty and incarceration.

The mission of YouthBuild Preparatory Academy, Inc. is to provide a liberating educational experience to all students, with a focus on engaging young men of color, preparing them to be confident, civically engaged leaders (ybprep.org/aboutus/, n.d., pp.1). YBPA offers underserved, underprivileged youth of color options for life-long learning through an alternative educational pathway that will allow them to embark on future endeavors that lead to success and prosperity.

Our Programs

Presently, YouthBuild Preparatory Academy, Inc. serves as the umbrella for two distinct programs: YouthBuild Providence and New Beginning Academy.

YouthBuild Providence

The genesis of YBPA (see introduction), YouthBuild Providence serves the unique academic and nonacademic learning needs of urban youth through curricula that is grounded in social justice, with a focus on social and economic issues facing urban youth, educational equity, politics, advocacy, community development, and mental, physical and emotional wellness (ybprep.org/youthbuild-providence, n.d. pp. 1-3).

YouthBuild Providence's mission is to connect the disenfranchised youth of Providence with educational programming and human service supports that recognize their talents and the

realization of attaining a high school diploma or a general equivalency diploma (ybprep.org/youthbuild-providence, n.d., pp. 1-3).

Guided by two interrelated beliefs: youth are a critical element in solving our community's challenges, and to do so intelligence and positive energy are required to solve problems facing our society. Secondly, our vision is to provide a platform for adolescents to successfully transition into adulthood (ybprep.org/youthbuild-providence, n.d. pp. 1-3).

New Beginning Academy

New Beginning Academy provides middle school students and their families with mentors to help students successfully transition from middle school to high school with the necessary skills to succeed (ybprep.org/youthbuild-new-beginning, n.d., pp. 1-4).

The mission of New Beginning Academy is to enrich the lives of struggling middle school students by providing a network of support, structure, and exposure to the potential positive outcomes when completing high school (ybprep.org/youthbuild-new-beginning, n.d., pp. 1-4).

Our vision is to develop young males of color, who are typically at risk of dropping out of school, into confident high school graduates, earning college acceptance or advanced skills training.

Section II YouthBuild Preparatory Academy (YBPA)

A Bold Step Toward Systemic Change

In recent years, we have recognized that bold changes are needed to reshape civic infrastructures that lead to inequities in our communities. Yet, there remains a vacuum of racially diverse local leaders to work toward creating equitable and inclusive local economies ensuring all residents are involved in decisions that impact them. In order to mitigate racial disparities and stop the cycle of poverty, we must develop and educate young people of color to be actively engaged community members and leaders.

Despite YBPA, Inc. programs, too many underserved young people —particularly young men of color—continue to be undereducated in public schools. In all but one of the area's public schools, students score below district averages for proficiency in reading and math. Worse still, the district averages are far below state performance levels. None of the schools located within our proposed catchment area report student performance consistent with state averages. In fact, community-wide, educational statistics paint a dismal picture of student achievement (Rhode Island Department of Education (2018) 2017-18 Rhode Island District Report Card).

Therefore, YouthBuild Preparatory Academy, Inc., in accordance with approval it was granted by the Rhode Island Legislature, is proposing the opening of a diploma-granting, secondary education program, YouthBuild Preparatory Academy (YBPA). A stand-alone, independent high school open to all students, YBPA will be particularly focused on serving the underserved and disenfranchised youth and their communities. YBPA will be a model for educational pipelines that prepare young men of color to graduate high school with advanced skills and the

social/emotional wellbeing needed for college acceptance, civic engagement and future success.

Mission and Vision

The mission of YBPA is to provide a unique secondary education experience, to all students, with a focus on developing young men of color academically, socially and emotionally; engaging them in career and technical training and preparing them to access post-secondary opportunities and to be engaged civic-minded leaders (ybprep.org/youthbuild-preparatory-academy).

Our vision is to provide students with sustainable skills in the realms of academia, high-wage and high-skills attainment in the workforce, social and emotional stability, and civic engagement.

Enter to Learn, Depart to Serve

We are committed to a holistic approach that builds community and promotes positive social, emotional, and academic development. Grounded in the principles of social justice, YBPA will uniquely blend a rigorous curriculum, wrap around services, and a caring community. Open to all, YBPA will transform the school experiences of our students and will strive to ensure that all young people can reach their full potential.

We will live by our motto: Enter to Learn, Depart to Serve. To us, ensuring students attain a high school diploma and can demonstrate college and career readiness is just the beginning. We will empower students—particularly those whose social, emotional, and academic needs have not yet been well served—to be confident, healthy, connected to their community, and civically engaged.

We will achieve this by acknowledging and addressing the mental, physical, and behavioral health needs of all students. We believe this demands authentic community engagement and connecting students to networks of influence while equipping them with skills to critically assess and solve complex challenges. YBPA will deliver rigor with love and social consciousness.

Governance

YouthBuild Preparatory Academy will be governed by a board of trustees as appointed by the Council on Elementary and Secondary Education. The Board of Trustees will oversee proper fiscal and operational controls to ensure our school remains a viable organization. The Board will also assume responsibility for ensuring our educational program is successful. Accordingly, the Board will perform periodic reviews of our academic and nonacademic programming to ensure these models provide appropriate conditions for success. The Board will measure YBPA's success through evidence indicating students have accelerated their learning; demonstrated measurable performance gains; acquired the social and emotional skills needed to transform from adolescence to adulthood; and exhibited readiness for postsecondary education and career in a 21st century society.

Guiding Principles

The young people who enroll in YBPA are considered an asset, and therefore, are believed to be a critical element in solving the challenges facing our community. This belief is operationalized by principles that guide the formulation, execution and evaluation of all academic content, pedagogy, assessments, support services, and postsecondary readiness activities.

YBPA's Guiding Principles provide the foundation for all decision-making and the implementation of our school's key design elements. They also provide a context for staff and student interaction, process, and decision-making, in addition to steering a pathway for student and staff performance. These Guiding Principles will support our school community, the development of our students' cognitive skills, and the confidence to influence and drive decision-making within their communities and beyond.

1. We Are Committed to Ensuring Every Student is a Success

To effectively accomplish this, YBPA must:

- Operate under a shared vision and definition of student success.
- Share in the processes of accountability and the relentless pursuit of student achievement.
- Be undeterred by the challenges our students face and the conditions under which the school must operate.
- Be nimble, proactive, reflective, and reactive to ensure that we continually grow and improve our policies, program and practice.
- Construct and undertake innovative solutions that are data-driven and grounded in effective evidence.

2. We Value and Care about Our Students

The young men who enroll in our school have diverse backgrounds, experiences, interests, skills, learning needs, postsecondary aspirations, and academic and nonacademic performance histories. Therefore, we value the unique characteristics of each and every YouthBuild Preparatory Academy student. No matter their circumstances, we are firm in our conviction that our students' lives matter. To further academic understanding and student achievement, our staff must ensure the young men who enroll in our school are safe, secure, nurtured, and supported.

The staff will adhere to the following social and emotional conditions for learning:

- Students feel physically and emotionally safe and are able to take the intellectual risks necessary to learn. They are free from physical harm and/or threats because all members of our school community are well versed in effective school safety strategies, security measures, and emergency management preparedness. Our students feel safe to pursue academic risks because they are free from emotional injury. Bullying, harassment, and humiliation are not tolerated.
- Students feel supported, cared about, well treated, and have a sense of belonging and acceptance. Staff support is operationalized around a set of integrated

programs, policies and activities that involve instrumental (mentoring), informational (case management), appraisal (feedback, Response to Intervention), and emotional (encouragement) tools.

- Students understand how emotions affect their ability to persevere, manage challenging situations, work collaboratively with staff and peers, and avoid risky and/or other behaviors disruptive to the teaching and learning environment.
- Students and staff operate within a climate of high expectations for behavior and achievement. Students are required to submit quality work at all times.
- Staff must continuously challenge students to improve their performance, be resilient, and confront head-on difficult academic content and life's hardships.

3. We Are Responsive and Accountable to Our Community

Similar to other evidence-based approaches to responsiveness and accountability, e.g., The Children's Aid Society Community Schools: Communities in Schools, the YBPA model combines effective educational practice with a "community of support" strategy for students and families. Concurrently, as a community-based alternative education provider, we encourage, nurture and support involvement from parents, local residents, agency officials, youth development and other nonprofit organizations, industry and business, and faith-based institutions. In short, YouthBuild Preparatory Academy, Inc. staff must:

- Respect parents/guardians/significant others and their values.
- Make reasonable efforts to respond to family concerns.
- Be accountable for assisting families in supporting the education of their young people.
- Aggressively respond to the needs of our school community and neighborhood at-large.
- Provide multiple opportunities, programs and pathways that welcome and involve families and community members.

4. Our Students and Alumni Are Impactful

Consistent with the tenets of YouthBuild USA, the young people who enroll and graduate from YBPA are critical to solving the challenges facing their communities and the world beyond. To ensure YouthBuild Preparatory Academy graduates have the skills, knowledge and tools necessary to be civically engaged and impactful, our school must:

- Access and extend opportunities for learning outside of the classroom. Student learning occurs during field trips, college enrollment, internships/apprenticeships, and other off-campus activities. The young people who enroll in YBPA will also acquire knowledge and skills via extracurricular activities, i.e., recreational, athletic, other competitive and club interests. Lastly, our school's service-learning program provides an opportunity for students to hone their leadership and other skills, as they develop and execute solutions to community challenges.
- Establish community partnerships similar to the University-Assisted Community School Program Model operated by Philadelphia's Netter Center for Community Partnerships. This approach blends real world, community problem-solving opportunities with classroom learning.

- Provide digital, face-to-face, and social platforms for student advocacy and social justice (Osher, D. et al., 2007).

Throughout this section, we reference schools, programs, and research providing demonstrated success in implementing these principles.

Section III EDUCATION PROGRAM

Preamble

As we embark on a new endeavor that provides a change in the traditional concept of educating students, YouthBuild Preparatory Academy is endeared to provide another option for educating the underserved and disenfranchised in the traditional sense of education. YouthBuild Preparatory Academy is offering an educational platform that promises to educate a population that has become an inconvenience to traditionalists, and that reminds them of their dereliction of duty to provide a free and public education. The population YBPA is obliged to provide an education that continues to be seen as uneducable, overlooked, and disregarded as viable individuals due to the “one size fits all” when educating the dominant culture. As we seek to change that perception, and the processes for this population, we consider the concept of a “Liberatory Education”.

A “Liberatory Education” inspires a wholeness in the population we endeavor to serve. It provides a tool for teaching and learning that restores individuals to wholeness, in an effort to build a just society. A liberated education embraced by YBPA that works relentlessly to identify, acknowledge, and remove the assumptions, conditions, and practices that create and perpetuate inequities in student experiences and disparities in achievement (Hooks, B., 1994). Hence, an educational platform of change that provides opportunities for an education unobstructed by the walls that binds a traditional education

Our educational platform provides “Systems of Educational Excellence,” and an educational experience that embraces the age of “imagination and creative approaches” instead of depending solely on the “age of information.” As we attempt to solve an ever mounting concern in schools across the nation, educating populations of the underserved and disenfranchised youth.

Our educational platform, “Systems of Educational Excellence,” and our framework for change are outlined and discussed in our model for educational change.

Section IV Educational Platform: Systems of Educational Excellence

Building from our guiding principles, YouthBuild Preparatory Academy will establish an educational platform consisting of five systems of educational excellence:

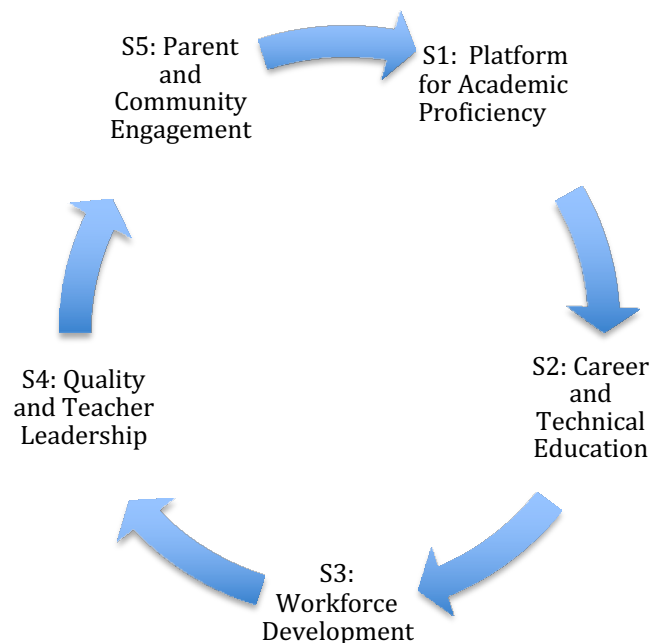
- S1: Platform for Academic Proficiency
- S2: Career and Technical Education
- S3: Workforce Development
- S4: Quality and Teacher Leadership
- S5: Parent and Community Engagement

Each system supports the overarching goals of the YouthBuild Preparatory Academy to:

- Meet RI's Secondary Regulations Graduation Requirements.
- Create a comprehensive assessment system (CAS).
- Provide guaranteed and viable curriculums in the core content areas
- Provide access and opportunities to robust educational experiences, in academic and technical preparation that meet the needs of all students.
- Employ evidence-based practices in instructional design and student learning.
- Optimize professional capacity to address student-learning needs.
- Provide opportunities for students to meet mastery (competency) of grade level standards/skills in ELA, mathematics, and science.
- Eliminate student proficiency gaps in ELA, mathematics, and science, and improve student achievement.

In addition to the overarching goals of YouthBuild Preparatory Academy, each system has a mission statement, expectations and/or goals that will be implemented through the processes of strategic/action planning, and evidence of effectiveness.

Systems of Educational Excellence



S1:

S1 Platform for Academic Proficiency

Our mission is to provide students with an alternative, personalized approach to attaining levels of proficiency in ELA, mathematics, science, and social studies. Our students will attain the knowledge and the ability to apply RI's common core standards and the skills associated with the standards through a proficiency-based system that will meet the state's requirements.

S1.1: An Independent School System

As YBPA researched and investigated the option to provide an independent school system, we recognized the fundamentals of Planning: Create a School Plan and a Design for Learning; Teaching and Assessing; and Communicating Progress (RI's State Department of Education, 2019). These key components interrelate and provide the relationships/tasks required to establish a comprehensive system of learning.

- Planning provides the processes for the development of the system.

- Creating a School Plan and Design for Learning is based on the principles of backward design (McTighe, J. and Wiggins, G, 2005, pp.2-6). And/or the "Six Non-Negotiables of Curriculum Design."
- Teaching and Assessing are the instruction and the ability of teachers to work collaboratively to address student needs while promoting learning and growth.
- Communicating Progress is consistent communications to students and families that support achievement of equitable outcomes in a proficiency-based system.
- Continuous Reflection and Refinement results in revisions and improvements (Glatthorn, A., 2016, pp. 1-3).

In our comprehensive learning system, students attending YBPA will earn their diplomas by demonstrating mastery of skill (competency) and content, as outlined in Rhode Island's proficiency-based graduation requirements in the six core content areas: English language arts, mathematics, science, social studies, technology, the arts, and cross-curricular skills (RI's State Department of Education, 2019).

As a community high school, we are vested in providing opportunities to improve and/or enhance student learning in an uncharted area of education for a population that continues to be undereducated and misunderstood in public schools and is in need of academic guidance.

Our charge is to provide a flexible, personalized approach to education that grants diplomas credits based on credits earned through our integrated work-based learning model and our project-based learning model, an inquiry-based approach to academics that allows students to explore real-world issues as they apply to grade level core content standards. The combination of these two approaches provides students the wherewithal as well as the academic abilities to attain academic proficiency and technical proficiency in their chosen fields. Our learning system will enable students to attain mastery (competency) through an integrated approach of academic and technical preparation aligned to core content and industry-based standards that illustrates progression towards meeting proficiency-level requirements for graduation. Students' understanding of knowledge/skills (academic and technical) gained will be demonstrated through students showing what they know, how they know it, and how they are able to do it

Each student is responsible for meeting established learning proficiencies identified as gaps in their academic learning. The school will provide personalized learning opportunities and support. This approach supports students learning, assessing, and progressing at their own pace (RI Department of Education, 2019).

S1.1.1: Expectations/Goals

- Faculty and staff will commit to developing a proficiency-based diploma system that meets state graduation requirements.
- Faculty and staff will have a collaborative voice in the design and processes of a proficiency-based diploma system.
- Faculty and staff will engage in professional learning opportunities/training relative to creating structural systems, i.e., CAS, graduation diploma system, and proficiency-based learning.
- Faculty and staff will engage in developing the design and processes of the four components (planning, design for learning, teach and assess, and communicate progress), and the tasks associated with a unique system of learning and a proficiency-based diploma system (RI Department of Education, 2019).

Goals: Appendix E

S1.2: Curriculum Design

Curriculums are the foundation for the academic skills necessary for students to continue on a pathway of success in making sound choices and in creating opportunities for the future. Creating a curriculum is a complex task. Nevertheless, when developing a curriculum, something as simple as having a template, combined with a collaborative working team and support and resources by the school's leadership, can be enough to turn the tables and produce a robust and relevant curriculum.

In the best interest for students and teachers, the best practice is for teachers to have a voice in the creative design of a curriculum. The research shows that teacher involvement in the process is the key ingredient for the processes of teaching and learning and results in their commitment and acceptance of the content standards and skills to be taught.

Educators recognize that curricula are the documents that exist in schools that define the work of teachers by identifying the content, skills, and methods of pedagogy (Glatthorn, A., 2016, p.1).

As YBPA embarks on developing proficiency-based curricula for the core content areas, (i.e. English language arts, mathematics, science, and social studies.), the most reasonable approach will be to use a combination of:

- Wiggins and McTighe's (2005) backwards design in Understanding by Design and
- Glatthorn's (2016) Six Non-Negotiables of Curriculum Design.

Both frameworks are anchored in stages of design, providing guidance on areas such as in Wiggins and McTighe (2005):

- Identify the Desired Result, i.e., what students should know, understand, be able to do, what understandings are desired, essential questions, and the "transfer of learning."
- Determine Assessment Evidence: have students achieve the desired results, evidence of student understanding, the ability to use (transfer) their learning, and evaluation.
- Plan Learning Experiences and Instruction: support learners as they begin to understand ideas and processes, the knowledge and skills students need to perform effectively, and suitable resources embedded in the UbD framework (seven key tenets) (Wiggins, G. and McTighe, J., 2005, pp.1-6).

In Glatthorn's (2016):

- Begin With the End in Mind focuses on end products, and informs conception of curriculum and delivery of instruction that affects student achievement.
- "Unpacking the Standards:" the need for collaborative teams of teachers to unpack the standards; provides teachers with beneficial conversations about standards; the intent of a given standard; assessing the accuracy of student understanding; and the intent of specific learning.
- Identify Transfer Goals: designing, teaching, and learning for transfer, drawing upon and applying what has been learned to other domains of learning.
- Design Formative Assessments: student understanding of a goal; supports decisions about teaching and learning; and an instructional tool for teachers that promotes student achievement.
- Align Curriculum to the School's Goals.
- Implement The Curriculum develops an implementation plan by beginning with the end in mind; determine curriculum implementation prior to curriculum design (Glatthorn, A., 2016, pp.1-3).

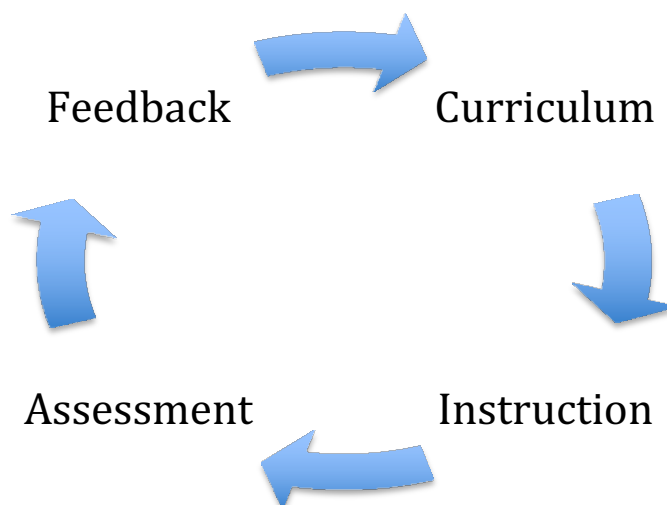
The correlation of the two concepts on curriculum design, and the essential elements of developing a proficiency-based system, provides an interconnection with the designs. The design will be an integrated approach to the curriculum work, which will be based on the vertical alignment of core content areas and essential standards/skills that will demonstrate mastery (competency) as it spirals up toward meeting state level proficiency requirements. Simply put, it is no different when curriculum specialists or teachers unpack essential content standards or targeted content standards/skills that will demonstrate a level of proficiency within a curriculum. YouthBuild Preparatory Academy will do the same; however, the difference will be based and built on the gaps of learners defined by data and grade level courses.

S1.2.1: Expectations/Goals

- Faculty and staff will commit to developing a guaranteed and viable proficiency-based curriculum in core content areas.
- Faculty and staff will have a collaborative voice in the design and processes of proficiency-based curricula.
- Faculty and staff will attend professional development (PD) trainings relative to standards-based curriculum design and Understanding by Design (UbD).
- Faculty and staff will utilize multiple data points, such as RICAS-grade 8, SAT9 practice tests, and/or teacher driven assessment testing to “identify” essential standards/skills required to master and meet proficiency, in addition to “building” a robust and relevant backward curriculum design for instruction.
- Faculty and staff will engage in developing the processes for standards-based curricula using the UbD format.
- Faculty and staff will continuously engage in the processes of review, revise, and refine content curricula (Wiggins and McTighe, 2005, Glatthorn, 2016, & RI Department Education, 2019).

Goals: Appendix E

S1.3: Instructional Design



In the process of educating students, the most essential elements in the equation are the curriculum and instructional designs. These two elements are known facts in the realms of what is being taught and the processes for teaching and learning. We previously discussed the foundation of teaching, curriculum design and the role it plays in the process of teaching and learning. Teaching requires the obvious content knowledge and expertise, but more

importantly, it requires collaboration, whereby teacher mindsets are similar when considering habits of teaching and learning.

Most educators subscribe to the collaborative process of instruction and assessment identified by the Professional Learning Communities (PLC) Model of teaching and learning. However, as a new initiative, YBPA leaders recognize that the change, although new and exciting and potentially extremely beneficial to the population to be served, will be a marked change in instruction and programming. That marked change will constitute changes in teachers and the processes of teaching and learning.

Engaging in new practices (PLC) is a cultural change that calls for teachers to become collaborative learners and relinquish the practice of isolation, an on-going traditional practice in schools today (DuFour, R. and Marazano, R., 2011). In building teacher capacity as we shift the school's culture of teaching and learning, our leaders understand it is crucial to consider the mindset and the traditional practices most teachers are comfortable with.

YouthBuild Preparatory Academy has embraced the concept of the PLC process as an alternative to traditional schooling and is familiar with many of these practices. We strive to continue to embed these practices in our school culture. DuFour and Marazano (2011) discuss the importance of building collective capacity as it relates to reciprocal accountability for the school leaders and teachers. The concept of the PLC process requires that all educators, including the school leaders, accept and buy-in to developing and acquiring new knowledge, applying new skills, and engaging in new practices. YBPA's head of school is key to the execution and implementation of the initiative and is responsible for providing guidance and the tools necessary, e.g., clarity, structure, resources, and ongoing supports and the process for teachers to be successful (DuFour and Marazano, 2011).

The process of creating capacity and a culture of teaching and learning is and/or will be a constant motivating factor when establishing an environment for improving student performance and student achievement in the YBPA. Inclusive of the steps and methods, implementation practices, and the why-not of executing a school-wide structure that meets the learning needs of teachers and students, school leaders will:

S1.3.1: Expectations/ Goals

- Organize staff into meaningful teams that honor the collective commitments established.
- Operate as a team, provide teachers with collaboration time.
- Provide supportive structures, clarify the work team goals, and monitor the work of teams.
- Provide direction and support, avoid shortcuts in the process, and celebrate short-term wins.
- Provide feedback and intermittent reinforcement of progress in the process of sustaining and achieving said goals.
- Provide the resources and tools to be successful in meeting the goals.
- Participate in the process, the responsibility, and accountability within the teams as the school leader (s) (DuFour, R. and Marazano, R., 2011).

Goals: Appendix E

S1.4: Instruction, Assessment, and Feedback

We believe teachers are the experts to discern and address individual needs, and promote learning and growth, while being creative in the methods they use to meet the needs of all learners. With formative assessments along with forms of summative, as the lynchpin of teachers' assessment processes, they enhance and improve their instructional practices. While recognizing that providing support and interventions are key when personalizing learning (RI Department of Education, 2019), our instructional approach will be based on earmarking students' ability (proficiency) levels that align to the appropriate standards. We will use homogeneous groupings that address the same academic abilities based on essential standards and/or learning targets. Course offerings will be identified by content, proficiency, and essential standards (DuFour, R., DuFour, R., Eaker, R., Many, T.W. & Mattos, M., 2016, pp.169, 171).

As we move into the realm of instruction, our primary focus is teachers and students. In a field that often changes the landscape of learning, we will shift paradigms, especially in assessment, instruction and curriculum work, to improve teaching and learning, and ultimately student outcomes. The cornerstones of classroom instruction, these paradigms are imperative to the processes of teaching and learning.

As practitioners, we continuously seek input to hone our thinking and our perceptions and skills when providing an education to our students. Conversations among teachers are plentiful when discussing classroom instruction, e.g., planning and instructional practices that guide interactions and student learning. We will use evidence-based instructional practices and/or the models of teaching that meet students' needs and have the greatest learning outcomes.

In addition to integrating planning for effective learning and outcomes, we intend to embrace the following models. Cohesion and congruence are integral parts in the planning and the implementation of instructional practices that present a sense of connection when applying these two practices:

- The "information processing family", e.g., inductive thinking, where students generate their own knowledge as if they were scholars, and
- The combination of the "advance organizer" and the "concept attainment model" (Saphier, J., Haley-Speca, M. and Gower, R., 2008, pp. 244-245).

The models are derived from well-defined bodies of knowledge:

- The advanced organizer where the teacher introduces concepts through various activities, thus providing the opportunity for students to demonstrate mastery (competency) for each of the concepts within the whole.
- Whereas concept attainment, students learn by logic, analysis, comparison, and contrast, and the teacher provides the concept, and the students locate the attributes to identify the concepts.

The models respectively are in reverse of each other. Each model provides student-learning opportunities, with both models demonstrating learning through student ownership.

We also embrace several other models including:

- The "family model," awareness training that bridges the individual's own experiences with others, and integrates knowledge and self, where the teacher values the students and their abilities to express themselves.
- Nondirective teaching is a personal learning experience, and to a degree, students are responsible for one's own learning. Students experience planning, responsibility, and the

teacher values the student's perspective. This process of teaching develops independent learners, and establishes interpersonal relationships that can facilitate personal productivity (Saphier, Haley-Speca, and Gower, 2008, pp. 247-248).

All the models discussed would be teacher-guided with the goal of students becoming independent learners that own, and at times, influence their learning. These learning opportunities in combination with well-developed lessons and objectives will have a positive impact on student-learning outcomes and achievement.

In planning, teachers will consider the connections to curriculum and content standards and the mastery (competency) objectives. In addition, teachers will consider what students should know and be able to do relative to content, thinking skills objectives, specific actions to be developed and used in various contexts across disciplines (Saphier, Haley-Speca and Gower, 2008 p. 377).

These two instructional components are the foundation for lesson planning. They connect to curricular standards, the essential standards, activities we want students to do, student involvement and engagement in the learning experience, and mastery focusing on what students know, perceive, or can do. More often in instruction, teachers use engagement as part of the thinking process when defining the objective, creating lessons that cause movement, interaction, and ignited exchange of opinions among students while arousing curiosity. Providing students the opportunities to engage in learning allow teachers to design differentiated lessons that address varied learning styles, levels of background knowledge, and degrees of readiness. Most importantly, they provide students the ability to process information in different modalities of learning, in an effort to ensure student-learning outcomes (Saphier, Haley-Speca and Gower, 2008, pp.373-375).

Another approach we will integrate, the "Big Four," consisting of curriculum, instruction, assessment, and feedback, is also a process of teaching and learning, but a bit more simplified for instruction. With its own models of instruction, it can also be adapted to the models of pedagogy previously discussed. The instructional model, a combination of units and lesson plans, provides the clarity and focus to the essential standards outlined in content curriculums. The rule of thumb would be that only the standard being taught and assessed would be in the unit. The process of each unit would be to clarify the standard and unpack it to the specific lesson, design and describe formative and summative assessments, and gather resources relative to content and skills (Pollock, J. E. and Tolone, L.J., 2021, pp.37-38).

Just-Right lesson goals, the know, understand, and do (KUD) method, are not new and most if not all teachers are familiar with them, but this model breaks down the standards into categories of knowledge, declarative, factual and conceptual (content) and procedural, learning and practice steps (skills), overarching understanding, and skills. This method drives instructional planning and assessment selections, and it is the essential ingredient for effective feedback for students (Pollock and Tolone, 2021, pp.40-43).

For lesson planning, the teaching model of habit called the Pedagogical Automaticity refers to the habits that teachers learn over the years. This term is mentioned because the teaching habits work within the framework of the "Big Four." Under the "Big Four," the models consist of the Workshop, mini lessons, independent work time, and share sessions; Hunter, set the objective, anticipatory set, input and modeling, understanding and guided practice, independent practice, and closure. These models were applied when the concentration on teaching versus learning was given little or no attention to the learners (Pollock and Tolone, 2021, pp. 55-56).

Sapier, et al.'s models of teaching, Information Processing, Family Advance Organizer and Concept Attainment, Family Model Awareness Training and Nondirective Teaching, integrated into the GANGA: Teaching Schema for Master Learners and the nine high-yield strategies, will poise students for better understanding and learning.

The GANGA design expands the Hunter by adding the identification of declarative or procedural knowledge to the schema.

- G-goals/objectives; consists of setting objectives and providing feedback.
- A-access to prior knowledge; uses nonlinguistic representations, cooperative learning, and questions, cues, and advance organizers.
- N- using new information, taking notes, cooperative learning, using nonlinguistic representations, questions, cues, and advance organizers, and practice. A- is application, practice, identify similarities and differences, generate and test hypotheses, and ask and answer analytical questions.
- G- goal in review, revisit objectives and revisit efforts. This model can also be a formative assessment whereby students can assess their knowledge prior to and after the lesson (self-assessment).
- A- the application, practice, identify similarities and differences, generate and test hypotheses, and ask and answer analytical questions (Pollock and Tolone, 2008, pp. 57-59).

This will be considered the option for teaching or the other separate models of teaching in YBPA's instructional program. The final decision is to be determined by school leaders and teachers. Of course, assessments, formative and summative (quizzes, tests, and common assessments), and options for feedback (verbal and nonverbal or written) and voices of feedback (self-reflection, peer, and teacher) will be interwoven into units and lessons as determined by teachers.

As practitioners, YBPA teachers recognize the importance of aligning goals/objectives to assessments and feedback, and its importance to student improvement (Pollock and Tolone, 2021, p. 69). Whichever model (s) of teaching and instruction chosen by YBPA teachers, the primary model of instruction has been Project-based learning (PBL).

Our focus on instruction will be the concepts and essential skills within the content areas. We are most interested in applying various methods of pedagogy through project-based learning. We find through high-quality PBL, the design framework sets the standards for student learning. Through this process, students have more agency pursuing their own learning and creating their own meaning (Boss, S. and Krauss, J., n. d.).

The two frameworks are defined by the characteristics for high-quality PBL from a teacher's perspective and student's perspective. Teacher characteristics are challenging a problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product. Student characteristics are intellectually challenged and accomplishment, authenticity, public product, collaboration, project management, and reflection. Both characteristics are designed for successful learning experiences. By using this PBL model for instruction, teachers have an opportunity to design the conceptual framework for learning, and the subject that is being taught. Relative to the big ideas of the curriculum, content standards and learning goals/objectives are the overarching concepts and processes identified as the model for teaching and learning.

Throughout this section of the document, a great deal of discussion has been had regarding instruction and options for teaching and learning. We recognize that one size does not fit all,

especially when it comes to our diverse population of learners, multilingual language learners and students with disabilities. These options will provide models for differentiated instruction for teachers and students as we move toward mastery (competency) and levels of proficiency.

To identify the general proficiency gaps in learning, a review of state assessment testing, RICAS data was disaggregated to determine beginning points relative to proficiency standards and competencies (content and skills) in ELA and mathematics. The data provides two testing periods for grade 8, 2017-2018 and 2018-2019. The data prior to or after these testing periods were disaggregated differently and was not administered due to COVID-19, respectively. Also included in the data collection was one testing period, 2018-2019, in science. Below is the data picture of the seven middle schools in the Providence School District in ELA, mathematics, and science (RI Department of Education, Information & Accountability, 2017, 2019).

Indicators	Year 2017-2018	Year 2018-2019	Year 2018-2019	Facts about the data
School T's Assessment Data	<p>ELA in % 71.43 not met 26.98 partially met</p> <p>Math 63.28 not met 33.59 partially met</p>	<p>ELA 54.2 not met 38.2 partially met, 7.63 met</p> <p>Math 50.0 not met and 43.44 partially met</p>	<p>Science 47.06 not met 46.22 partially met</p>	<p>ELA shows a decrease of 17.23 in students not meeting proficiency to an increase of 11.22 to partially met to 7.63 met proficiency</p> <p>Math shows a decrease of 13.28 in not met, an increase of 9.85 to partially met</p>
School U's Assessment Data	<p>ELA 54.49 not met 34.83 partially met, 9.55 met</p> <p>Math 47.5 not met 48.65 partially met</p>	<p>ELA 36.78 not met 49.43 partially met, 12.64 met</p> <p>Math 53.07 not met 43.02 partially met</p>	<p>Science 42.29 not met 48.57 partially met, 9.14 met</p>	<p>ELA shows a decrease of 17.71 in students not meeting proficiency, an increase 14.6 in partially met to 3.09 met proficiency</p> <p>Math shows an increase of 6.2 in not met, a decrease of 5.63 in partially met</p>
School V's Assessment Data	<p>ELA 68.02 not met 29.96 partially met</p>	<p>ELA 55.81 not met 37.98 partially met</p>	<p>Science 54.15 not met 41.16 partially not met</p>	<p>ELA shows a decrease of 12.21 in students not meeting</p>

	Math 56.81 not met 42.80 partially met	Math 56.79 not met 39.29 partially met		proficiency, an increase of 8.02 in partially met Math shows .02 decrease in not met; 3.51 increase partially met
School W' s Assessment Data	ELA 42.94 not met 39.17 partially met, 17.06 met Math 32.07 not met, 53.94 partially met, 12.24 met	ELA 33.93 not met, 50.89 partially met, 13.19 met Math 33.93 not met 50.89 partially met, 13.10 met	Science 33.13 not met, 45.97 partially met, 14.42 met	ELA shows a decrease of 9.01 not meeting proficiency, an increase of 11.42 in partially met a decrease of 3.87 met proficiency Math shows an increase of 1.86 in students not meeting proficiency, a decrease of 3.05 in partially met, an increase of .86 in meeting proficiency
School X's Assessment Data	ELA 69.09 not met 26.36 partially met Math 58.92 not met, 40.66 partially met	ELA 47.86 not met, 39.47 partially met, 12.39 met Math 67.05 not met, 30.27 partially met	Science 62.75 not met, 35.69, partially met	ELA shows a decrease of 21.23 in not met, an increase of 12.91 in partially met to 12.39 met Math shows an increase 8.13 not met, a decrease 10.39 in partially met
School Y's Assessment Data	ELA 62.93 not met, 32.65 partially met Math	ELA 55.91 not met, 33.18 partially met, 10.91 me Math	Science 47.06 not met 47.51 partially met	ELA shows a decrease 7.02 in not met, an increase of .53 partially met to 10.91 met

	55.78 not met, 40.92 partially met	53.98 not met, 43.63 partially met		Math shows a decrease of 1.8 in not met, an increase of 2.71 partially met
School Z's Data Assessment	ELA 53.71 not met, 31.88 partially met, 12.66 met Math 48.82 not met, 37.01 partially met, 13.39 met	ELA 47.72 not met, 32.78 partially met, 14.94 met Math 50.0 not met, 40.92 partially met, 9.58 met	Science 56.67 not met 32.92 partially met 8.75 met	ELA shows a decrease of 5.99, in students not meeting proficiency, an increase of .9 in partially met, an increase in 2.28 met Math shows an increase of 1.16 in students not meeting proficiency, increase of 3.91 in partially met, a decrease of 3.81 in met

The data revealed:

- Decreases in students not meeting proficiency in most of the middle schools.
- An increase in students partially meeting proficiency.
- An increase of students meeting proficiency in ELA and mathematics.
- In some of the schools, there were significant increases in ELA, and very few increases in math.
- In science testing, there was no other data period for analysis. However, the purpose of creating the data picture was to determine baseline data, the “mean” towards growth in student proficiency in ELA, math, and science over four years.

The mean in ELA shows an average increase of 5.30 % annually of students meeting proficiency, and an overall average increase of proficiency levels of 9.22%. In math, the “mean” shows an average increase of .66% annually of students meeting proficiency, and an overall average increase of proficiency levels of 2.85%. Therefore, YOUTHBUILD PREPARATORY ACADEMY will approximate increases of 5% in ELA and 3% in math of students meeting proficiency over each of the four years. In science, the data shows an average increase of 4.61% of students meeting proficiency, and overall average increase of proficiency levels of 29.91%. The approximate increase in science will be 8%, based on percent of decreases in not meeting proficiency and increase in partially meeting proficiency to meeting proficiency, over each of the four years. These percent increases are subject to change based on other data points, such as state assessment testing, standardized practice tests or teacher made assessments.

S1.4.1: Expectations/Goals

Teachers and Students

Teachers:

- Honor and engage in higher levels of learning for all students.
- Engage in working as a team to achieve a common goal that impacts student achievement.
- Honor commitments (norms) to collaborative teams, clarity of expectations, and the functions of teams.
- Refocus time spent and discussions in the content area and operational meetings toward improving student learning.
- Review data using Data Wise software, an approach to collecting and analyzing on a continuous basis, to determine patterns of change, i.e., curricula, instructional practices, and assessment.
- Commit to participating in professional learning initiatives to enhance knowledge and skills (DuFour, R. and Marazano, R., 2011).
- Provide opportunities for students to meet mastery (competency) of grade level standards/skills in ELA, mathematics, and science.
- Eliminate student proficiency gaps in ELA, mathematics, and science, and improve student achievement.

Students:

- Engage in the processes of teaching and learning in core content areas.
- Engage in the applications of standards-based curricula that provide the essential literacy skills and core knowledge/skills in ELA and social studies.
- Engage in the applications of Next Generation Science Standard, based on four content area curriculums, Physical Science, Life Science, Earth and Space Science, and Engineering, Technology, and Applications of Science, and their essential knowledge and skills.
- Engage in the applications of standard-based curricula through mathematical practices that stress conceptual understanding of key ideas and their organizing principles, and the essential knowledge and skills (Pollock and Tolone, 2021, pp. 40-69).

Goals: Appendix E

S1.5: Diverse Learners

Within every school structure, schools must provide appropriate schooling to a diverse population of learners. Instruction, learning (mastery and/or competency skills), defined levels of proficiency toward earning a diploma that consider all learners, and approaches to learning are all factors when establishing instructional programs. Diverse populations, like most schools, consist of multilingual language learners and students with disabilities.

The fastest growing population across the United States is children with Hispanic heritage. The state of Rhode Island is no different than other states, especially when it comes to children who reside in urban communities, and urban ring school districts. How to educate this fast-growing population in schools has been of growing concern to all educators at various levels of the education spectrum.

YouthBuild Preparatory Academy will be no different than any other school/district in this respect. Determining the how-to provides the appropriate tools to educate populations of multilingual language learners (MLL). Researchers Umansky, Valentino, and Reardon (2016) discuss the various instructional program approaches to this body of learners, depending on their status of learning, i.e., beginners, intermediate, and advanced, when schools consider the appropriate models of instruction, it is most likely to be determined by student learning status.

There are four schools of instruction for MLL:

- English immersion: MLL are enrolled in general education classes with native speaking students, in an all-speaking setting
- Transitional bilingual: designed for emerging bilingual learners, an approach that uses students' home language as a bridge to English acquisition
- Maintenance bilingual: a program for emerging bilingual students, but of a longer duration, and
- Dual immersion, designed for MLLs and non-MLLs, where both groups become bilingual and bi-literate in both languages (Umansky, I. M., Valentino, R. and Reardon, S. F. (2016), pp. 1-3).

Of course, when conducting research, there are always competing factors in considering the appropriate pathway for students. As leadership reviewed these competing factors, it was decided that an English immersion program with a bilingual teacher's aide would be best for our students, depending on the enrollment numbers and learning status.

If the enrollment numbers exceed expectations, and the learning statuses change, the school might consider a dual language platform. But for now, the English immersion instructional approach would provide Specially Designed Academic Instruction in English (SDAIE) with additional supports, i.e., multisensory experiences (more than one way to connect and learn concepts), labs and demonstrations, graphic organizers, focus on academic language, and frequent use of formative assessments (Umansky, Valentino, and Reardon, 2016, pp. 2-6).

In addition to MLLs, YBPA recognizes the importance of providing a free and appropriate education to students with disabilities. Although both populations have different needs to be addressed, i.e., learning, emotional, behavioral, and others, students with these disabilities will be treated like all students enrolled in the YBPA.

Students with special needs are taught in varied educational settings from the least restrictive environment (LRE), general education classes, and related services to inclusion, homebound, residential facilities, and hospitalization. Most individuals are familiar with general education class, typical classroom with pullout sessions; resource class, provided outside the general education classroom (purpose-support and remediation); and co-teaching, an inclusive general education classroom environment that provides specially designed instruction (strategies) and academic instruction to students with and without disabilities (Wilson, G.L. and Blednick, J., 2011, pp.2-3).

YouthBuild Preparatory Academy will adopt a model that meets the needs of this student population. Enrollment numbers will determine the model, either general education class with either a teacher's aide and/or assistant or an inclusion model for students with disabilities. If possible, the co-teaching model of instruction will be administered, which includes two teachers in an inclusion classroom, one special educator and a general education teacher, whereby both parties work together, and have an understanding of the needs of each student, plan effective instruction, exchange roles and responsibilities, and employ teaching practices to create learning opportunities (Wilson and Blednick, 2011, p. 3) for all students in an inclusive educational setting.

While providing instructional models to these diverse populations, YBPA will abide by and follow educational law and regulations, and services required to meet language acquisition and the academic needs of these students (See Appendix B).

S1.6: Distance Learning or Remote Learning

The newest installment in the field of education, and the process and practices of teaching and learning, is an online learning platform. There are two different types of platforms educators consider for learning:

- Remote Learning which provides an opportunity for students and teachers to remain connected and engaged in the content while working from home, meeting many of the traditional classroom requirements, more accountability, and synchronous (scheduled) times (Ray, K., 2020, p.2).
- Distance Learning which takes place primarily or partially online, and requires students engage in tasks both independently and collaboratively (Burns, M., 2020, p.1).

Both platforms provide the benefits of learning from home, and a measure of flexibility for learning. Of these two models, YouthBuild Preparatory Academy faculty and staff will decide which model they prefer to institute as a school. In doing so, they will consider the population served, their academic plight for success, and access to the appropriate resources, including but not limited to technology. To determine which online learning platform to use, the school will consider process and implementation practices, and effectiveness of both models.

Remote Learning calls for a structure that establishes elements of time to set expectations and boundaries for students and teachers, i.e., teacher availability throughout the day, making connections either in real time or synchronously, instructional (scheduled) time needed for assignments, and other activities in the lesson, such as:

- The use of communication: students knowing how and when (frequency) to communicate with teachers, i.e., email, chats, etc. Time and communication elements should be part of platform expectations, e.g., assignments, grading, backup plans for communication, technology tools, etc.
- Technology: whether the school will provide one-to-one devices. If not, ensuring students have access to materials provided through technology.
- Lesson design: in slide form or screencast similar to in-person designs with explicit instructions relative to reading materials, listening materials, watch, viewing, check for understanding, practice, assess, and extend lesson (Ray, pp. 2-5).

Distance learning calls for early connections navigating digital spaces, determining the learning environment: asynchronous, when students work on content during a general schedule or timeline, meaning at a time of day or the day of the week that works for them; or synchronous, when students log in and participates at the same time (Burns, 2020, p.1). The platform also subscribes to five essentials for learning:

- Instructional content: created for and best suited to students, resources online or tutorials.
- Participation and engagement: a value environment where students are eager to participate.
- Student collaboration: opportunities for students to work together to meet goals or solve problems.
- Assessing and checking for understanding: develop and implement formative assessment routines and identify authentic assessment opportunities.
- Partnering with families: setting up methods of communication to share information, solicit feedback, and provide targeted and ongoing support (Burns, 2011, p.1).

Both online platforms share similar modalities for instruction, clarifying instruction, allocating time, choosing content, activities videos, podcast, screencast tutorials, etc.; for engagement activities, e.g., virtual field trips, facilitated class discussion, using discussion prompts, having students embrace collaboration, collaborating to create together, project management, video

conferencing, and project-based learning; and assessing, culminating activity, formative assessment, authentic assessment, and rubrics and checklists (Burns, 2011, pp. 1-5). The established essential standards and skills based on the proficiency-based curriculums will continue to be the foundation of the learning environment.

In the process, and most importantly to YBPA leaders and teachers, they must concern themselves with what suits them best when deciding teaching practices or pedagogy. Considerations include, how to use technology, what resources are available, and teacher priorities — what is important in terms of instruction and their connect to their students, which will bring their students to a sense of normalcy by helping them see that they are still in a class (Flynn, M. 2020, pp.6-7).

S1.6.1: Expectations/Goals

- Focus tasks on worthy goals and meaningful learning.
- Specify the tasks directions and success criteria.
- Provide differentiated support and encourage students “choice and voice”.
- Provide feedback.
- Encourage students' self-assessment, reflection, and goal setting.
- Request an honor code pledge from students and parents (McTighe, J. and Kniep-Martin, G.O., 2020, pp. 2-6).

Goals: Appendix E

S1.7: Social and Emotional Learning

Social and Emotional Learning (SEL) is an element of education where there is a consensus among educators for the need to provide skills relative to emotions, understanding relationships, making good choices, and enduring tough work. These skills can also be identified as character strengths, interpersonal skills or non-cognitive abilities. Whatever the word choice, all are considered attributes to academic learning, and if students are exposed to the understanding and application of such skills as empathy, emotional intelligence, self-awareness, self-regulation, etc., these approaches and lessons will provide a context to resolving conflicts and the ability to collaborate with others (Thiers, N., 2018, p. 1).

S1.7.1: Expectations and Goals

- Engage in identifying students and methods to strengthen emotional skills and dispositions among students.
- Develop essential skills to meet life's challenges, emergent circumstances, and conflict.
- Embed SEL in the day-to-day work of the school.
- Use the case management approach of targeted programming for students in need of SEL.

Goals: Appendix E

S1.8: Support Services

YouthBuild Preparatory Academy provides guidance and counseling services to students enrolled in our current programs and will provide these services to students enrolled in YBPA. Our case managers play a crucial role in ensuring our school makes equality, justice, and inclusion a priority for each student. They will provide support services as our students endeavor to be well-rounded individuals. Our case managers are also responsible for admissions (open enrollment), student placement and schedules, implementation of student support plans, monitoring student academic and career and technical education progress, attending parent/teacher conferences, and parent conferences.

S1.8.1: Expectations/Goals

- Engage in outreach and awareness programs for YouthBuild Preparatory Academy, Inc. High School (See Appendix C).
- Create a five-year enrollment plan
- Create a support service calendar

Goals: Appendix E

S.2 Career and Technical Education

Another component of YPBA is career and technical education (CTE), which will be expanded to include students from our community high school. Our model consists of four distinct types of learning as evident in our core course work and academies.

- Career Awareness
- Career Exploration
- Career Preparation
- Career Training

Our career and technical preparation programming is housed in our three academies as mentioned above. The Community Development Academy, Academy for Human Services, and the Academy for Future Teachers provide our students with real-world career preparation and experiences, aligned to academic standards, in addition to providing reinforcement of their academic learning.

All academies are industry- and/or business-based and derived from a social justice/community development theme. Each is designed to accelerate learning, ready students for the opportunity of postsecondary education, and provide experience in a career that meets the needs of a 21st century global economy. YBPA's students are engaged and connected to their experiences while learning to become active members of their community. Students graduate with stackable industry-recognized certifications or credentials. All students receive the core curriculum outlined in system one, Platform for Academic Excellence. In Year 2 of enrollment, while students continue their core academic studies, they take seminar classes in one of three career-focused academies. These "Apprentice I" seminar courses involve cross-curricular projects designed to support student exploration and learning about their career area of choice. When students enter into "Apprentice III" status of enrollment, they choose one of the three academies. The academy choices are as follows:

The Community Development Academy involves two components, the construction program and community development. Content, knowledge, and skills building in the construction trades provide the vehicle by which young people rebuild or redevelop their communities. This academy includes the nonprofit administration and leadership program where students learn leadership development and capacity building for small, local nonprofits. The construction program coursework includes mathematics standards aligned to basic math concepts, algebra, and geometry, as well as safety, construction technology, carpentry, masonry, electrical, etc. Coursework also includes practical applications, i.e., client description and site planning,

introduction to design project, etc., and on-the-job training, i.e., constructing and rehabilitating homes.

Students also graduate from the community development aspect of the academy with industry-recognized certifications, including those awarded by HBI's Pre-Apprenticeship Certificate Training and the Occupational Safety and Health Administration Certification (OSHA 10). The community development students must successfully complete a Senior Design Project to demonstrate mastery of core academic and sustainable design elements. Coursework includes leadership development and structures, economics, finance and accounting, governance and social reform, innovation, and entrepreneurship. Practical experience includes internships, nonprofit creation and service-learning projects.

Our higher education partner, CCRI, does not currently offer a certificate program in nonprofit administration and leadership. Our founders have begun conversations with local nonprofit leaders to explore possible course and experiential offerings for students interested in this course of study. We anticipate course topics will include fundraising, community organizing, leadership development and grant writing. We are also exploring the possibility of a certificate program with CCRI.

The Academy for Human Services exposes students to various types of human service professions including, counseling, coaching, therapy, youth development, social justice, and community organizing. Students also have the opportunity to be dually enrolled at CCRI in the social services certificate program, where they are enrolled in introductory courses in helping and human services, drugs and human behavior, service learning, assessment interviewing for treatment planning, and Therapeutic Interventions 1: Working with Individuals. Students also obtain practical experience via sector internships with agencies focused on youth development, the elderly, and community organizing.

The Academy for Future Teachers engages students in an early pre-service apprenticeship designed to provide content knowledge and practical experience in teaching. Scholars learn and collaborate with K-12 teachers and teacher assistants. The framework for this program is modeled after the Future Teachers Pathway at Georgia State University, wherein programming focuses on targeted teaching shortage areas, including early childhood and secondary math and science. Students also have the opportunity to be dually enrolled in the teacher assistant certificate program at CCRI. Course content includes roles and responsibilities of the teacher assistant, human development, diversity, special education, basic rights, school health and safety, the instructional process, school law, computer and technology skills, positive classroom climate, and team building. Students are also required to complete three hours of job shadowing with a teacher assistant.

To accomplish the aforementioned work-based learning program, YouthBuild Preparatory Academy will partner with and draw upon YouthBuild Providence's 23 years of experience in offering similar applied learning programs. For this reason, YouthBuild Prep is assured that our innovative work-based learning program is operationally feasible. As we move toward a high school model, the concept of career and technical education through the lens of PBL will

continue as we endeavor to expand our program offerings, and co-curricular skills necessary to facilitate new partnerships.

S.3 Workforce Development

What's different about YouthBuild Preparatory Academy's work-based learning model?

YBPA's curriculum is designed to be adaptable to students' needs – while extra class time, tutoring, and self-paced, computer-based instruction is offered as supplemental resources. Instructors employ individual instructional plans driven by student attributes. As a testament to the current culture that exists within YouthBuild, students often point to the level of social connectedness within the program as a primary strength of our education model. Students who have not experienced student-focused environments will thrive in a setting which accepts their individual challenges and helps them to chart a path for success.

Our model will take a culturally relevant approach to pedagogy and service learning - a process that allows students to see themselves as community leaders. The project-based learning curriculum will offer opportunities for students to learn from each other and build life skills. We will work to ensure that program elements reinforce each other – giving students a chance to learn academic and life skills in multiple settings.

Complementing our rigor with love, our curriculums will be investments that we make in, service learning and leadership development. With these opportunities, students gain critical lessons that bolster their ability to succeed. These activities empower students to embrace new challenges and instill the confidence and voice students need to foster meaningful connections that support better outcomes. Overall, students will be immersed in a learning environment that values a deep connection to college/ career planning and life preparation. We have adapted a theory of change that outlines how our educational program will rethink the traditional approach.

ReThinking the 21: Interdisciplinary Problem-Based Learning

YBPA will implement innovative instruction via project-based learning (PBL). Both CBE and PBL encourage students to take a more active role in their education and provide a variety of options for students to demonstrate that they have learned the expected knowledge and skills.

ReThinking the assets students bring to the Community

Student-Led Community Development Initiative where students will in essence run a Community Development Corporation in their smaller cohorts. All three major career academies are linked by its' social justice focus and exposes young people to career opportunities, gives them space to chart their path, and can lead to the achievement of an industry-recognized credential. Our design will dissolve the walls between the school and surrounding community to expand where real learning happens. This means enlisting industry partners, community-based organizations, state and local agencies, higher education partners, and local residents to ensure our students have real-world practitioners leading project-based learning experiences in the classroom, and a cadre of caring adults who youth see and interact with regularly both at YBPA and in workplaces, college classrooms, community centers, etc.

ReThinking the Role of the teacher

Teachers as Facilitators. By utilizing the Teach21st framework: The Teacher as a Facilitator: Redefining Our Role in the Classroom, YBPA will make the switch from frontal instruction to allow teachers to act in ways that build and honor the cultural gifts and differences of their students.

- Create an environment for independent learning and encourages student creativity, to become problem-solvers.
- Differentiates instruction of cross curricular, multi-disciplined themed lessons.
- Promotes high collaboration and positive relationships between students.
- Prioritizes inclusion, and equality of all students to develop the necessary skills they need to be successful and focuses on soft skills.
- Gives a diverse range of assessments, and meaningful feedback to allow students to grow.
- Constantly updating their knowledge and skills through training and professional development

YouthBuild Providence is known for its proven evidence-based combination of integrated academics, industry-standard construction skills, personalized leadership development, and support for students both during their time with us and once they graduate and move into gainful employment in their community. These lessons and experiences will benefit a work-based learning model for the Academy.

All Academy coursework is designed to provide students the opportunity to explore strategies for how best to improve the wellbeing of the greater YBPA community. Course content is aligned to the CCSS and other state-mandated content and skills requirements. Academy teaching and learning involves real-world focused projects designed to provide students with the subject matter knowledge, skills and course credit needed for graduation. Course content also includes exposure to common career and workplace issues. Most YBPA Academies include a dual-enrollment component with our partner institution, CCRI, and in some cases self-paced web-based learning providing scholars the opportunity to earn both high school and college credits.

Our model also consists of 4 distinct types of learning as evident in our scope of sequence of core course work and Academies.

- Career Awareness
- Career Exploration
- Career Preparation
- Career Training



This will be demonstrated by having our students run Community Development Corporation initiatives within their smaller cohorts. All three major career academies are linked by their social justice focus, exposing young people to career opportunities that give them space to chart their path, and can lead to an industry-recognized credential. Our design will dissolve the walls between the school and the surrounding community in an attempt to expand where real learning happens. This means enlisting industry partners, community-based organizations, state and local agencies, higher education partners, and local residents to ensure our students have

real-world practitioners leading project-based learning experiences, in addition to a cadre of caring adults, whom our youth interact with regularly both at YouthBuild Preparatory Academy and in workplaces, college classrooms, community centers, etc.

Expectations/Goals

- Continue to engage local employers to expand student access to relevant work-based learning experiences.
- Create new and expand work-based learning and post-secondary partnerships.
- Continue to review work-based learning data and, if required, make adjustments to programming.
- Create work-based learning policies.

S.4 Quality and Teacher Leadership

Based on RI's General Law G-13-1.2 of the Basic Education Program YBPA will attract and increase interest in teaching and learning, elevate the profession, and diversify the talent pool through multiple pathways. Through recruitment, hiring, support, and growth, we will honor a commitment to improve professional learning systems and increase high-leverage practices, such as coaching and feedback opportunities, professional learning, and education evaluation. We will also retain and establish career pathways and shared leadership opportunities for all educators and support personnel while supporting strong building and school leadership as we seek to establish a community high school to serve an underserved population.

YBPA will hire individuals who by profession are teachers, but will act as both teacher and facilitator. Utilizing the Teach 21st Framework, we will redefine the teacher's role in the classroom. Our high School will promulgate the switch from frontal (teacher-centered) instruction to ways in which we can build and honor the cultural gifts and differences of our student population. We will:

- Create an environment for independent learning that encourages student creativity to become problem-solvers.
- Differentiate instruction of cross-curricular and multi-disciplined themed lessons.
- Promote a high propensity for collaboration and positive relationships between staff and students.
- Prioritize inclusion, and equality of all students to develop the necessary soft skills needed to be successful.
- Give a diverse range of assessments and meaningful feedback that provides students the access and opportunities to grow both academically and personally.
- Enhance professional knowledge and skills through training and professional learning opportunities.

YBPA has a flat staffing plan designed to provide a small learning community with a 15:1 student to staff ratio. The organization is governed by a board of trustees who will serve as a school board and be led by a chief executive officer who supervises the school leadership team. In lieu of a head of school, YBPA will incorporate a distributed leadership model with the inclusion of a chief academic officer, who will serve as the individual with principal level certification.

Together, they exemplify the core competencies, skills, and levels of experience required to successfully start and operate an alternative educational program.

Another critical component to YBPA's model is our comprehensive support services. YouthBuild Preparatory Academy provides guidance and counseling services to students enrolled in our current programs and will provide these services to students enrolled in YBPA. Our case managers play a crucial role in ensuring our school makes equality, justice, and inclusion a priority for each student. They will provide support services as our students endeavor to be well-rounded individuals. Our case managers are also responsible for admissions (open enrollment), student placement and schedules, implementation of student support plans, monitoring student academic and career and technical education progress, attending parent/teacher conferences, and parent conferences.

Expectations/Goals

- Engage in outreach and awareness program for YouthBuild Preparatory Academy
- Create five-year enrollment plan
- Create support service calendar

To ensure such a comprehensive support services model, our staffing plan will include the following positions:

Enrichment Experience/Internship Coordinator

- Create an internship program.
- Develop a system to manage student placements.
- Serve as liaison between YBPA, and internship sites.

Enrichment Transportation Specialist (Shared with YouthBuild Providence)

- Provide and coordinate safe measures when transporting students to internship/service-learning sites.

Service-Learning Coordinator (in partnership with YouthBuild USA)

- Maintain current community partner relationships.
- Foster new community partners for service-learning experiences for students.
- Identify new and innovative ways that community partners can implement service-learning experiences that reinforce student proficiency gains.
- Event planning (reaching out to community partners to acquire donations).

Director of Student Support Services (Shared with YouthBuild Providence)

- Provide direct supervision and support for Student Success Specialists.
- Coordination and management of recruitment and retention efforts school-wide in partnership with school's leadership to ensure optimal performance.
- Supervise the consistent and fair administration when tracking student conduct and discipline data (merits/demerits).
- Contribute towards a safe environment for learning, including but not limited to ensuring positive behavior and conduct among the student population by maintaining a safe and secure environment.
- Coordinate information to produce the required annual school safety report.
- Serve as liaison to parents and communicate school policies.

- Coach teachers on classroom/behavior management techniques.

School Psychologist

- Conduct comprehensive psychological education evaluations.
- Consults with school personnel and parents regarding planning, implementing and evaluating individual/group interventions.
- Functions as a member of the building-based student support team.

Social Workers (Partnership and Shared with YouthBuild Providence)

- Host interns from Providence College.
- Participate in systems-based social work involving students, families, and school personnel.
- Identify student needs, establishing intervention plans, and collaborating with community agencies to provide additional support.

Case Managers

- Assess basic needs, identify barriers to success, develop an "Individual Service Plan" to address those identified barriers.
- Coordinate services to help youth become successful in completing their graduation requirements.
- Monitor "Individual Service Plan".

Transitional Service Coordinator (Shared with YouthBuild Providence)

- Ensure student success within programs.
- Provide school-to-career and -college admissions advising.
- Counsel students on attendance and other issues.
- Research and evaluate available community services when assisting students to remove barriers.
- Develop and implement recruitment and retention strategies.
- Assist in the classroom by offering life skills training to reinforce the academic and vocational components of the program.

Mentor Coordinator (Shared with YouthBuild Providence)

- Work with students and external partners to identify mentors.
- Provide training to mentors/mentees and coordinator of all mentoring activities as outlined by the Office of Juvenile Justice (grant-funded).

YouthBuild Preparatory Academy's instructional staff is selected based on demonstrated experience and success with our target student population. Our teachers' daily practice must meet evidence of high expectations for student performance and behavior, and our teachers must exhibit professionalism at all times. Most importantly, we must employ educators that know and believe that our young people can achieve success.

Work-based Learning Instructors, Community Development Academy construction manager and trainer, and Roger Williams University through RIDE's Advance Course Network seminar courses will be provided by local nonprofit professionals.

It is also important to note before going into the staffing model outlined below that YBPA will be eligible for YouthBuild USA's pass-through funding in addition to the USDOL YouthBuild grant to support its work-based learning. It is our plan to partner with the existing YouthBuild program to leverage resources wherever possible. However, if circumstances change in the YouthBuild

Providence program, YBPA as an affiliate of YouthBuild USA will be able to sustain its model through the student funding formula, Perkins, and grants.

Construction Manager (Shared with YouthBuild Providence)

- Provide oversight of the on-site construction training by ensuring that trainees get consistent and adequate skills training. Set standards for appropriate behavior, strategies and techniques when handling problems on the construction site to ensure work-site safety, use of safety procedures, and proper construction techniques.
- Ensure quality instruction of construction skills, including demolition, rough framing, roofing, drywall, finish carpentry, sheet metal, electrical, plumbing, painting, and masonry. Be responsible for overall safety enforcement.
- Develop and supervise safety committee.
- Assist in personal and vocational counseling, and development of trainee's leadership skills in conjunction with other YouthBuild staff.

Construction Trainer (Shared with YouthBuild Providence)

- Assist in the teaching of construction skills, including demolition, rough framing, roofing, drywall, finish carpentry, sheet metal, electrical, plumbing, painting, and masonry.
- Assist in personal and vocational counseling and development of student's leadership skills in conjunction with other YouthBuild staff.
- Assist in the evaluation of students' knowledge and skills in construction.
- Participate in the development of a project-based curriculum that includes construction.
- In the absence of the Construction Manager, the Construction Trainer will be responsible for the construction site, maintain production safety, and interface with subcontractors and inspectors.

Academy for Human Services

- External partnership with CCRI Certificate in Social Services and the Director of Student Support Services/Student Support Team.

Academy for Future Teachers

- Utilizing existing select members of teaching staff and external partnership with CCRI Teacher's Assistant, students in the Teacher's Assistant program will intern with YouthBuild's New Beginning Academy under the supervision of the Director of Student Support Services and Mentor Coordinator.

Goals/Expectation

- Develop workplace conditions for teachers and other professional staff that promote effective professional development (PD) practice.
- Empower and entrust teachers and staff with collective responsibility for meeting academic, social, emotional, and physical needs, pursuant to the mission and values of the school.
- Promote mutual accountability among teachers and other professional staff
- Promote professional capacity and the improvement of practice.
- Encourage faculty-initiated improvements of programs and practices (Strike, K.T., Sims, P. A., Mann, S.L., and Wilhite, R.K., 2019, p. 117).

S.5 Family and Community Engagement

YouthBuild Preparatory Academy's families are and will continue to be friends of the school. Their roles are instrumental and the backbone to the various functions of a school community. We endear their involvement as members of the school who are welcomed and empowered to be engaging, active, and supportive within the school's community. We have witnessed and continue to believe that our families are integral to the school's success. To show a sense of welcome and pride of their limitless engagement, we have established a Family Café within the building as a hub for families to pick up or drop off their young people. In the cafe area, families can avail themselves to refreshments, literature, and other school resources.

We have also established the Family Learning Center where parents/guardians can feel comfortable bringing our scholars' younger siblings and family members. The center provides an opportunity for family members to participate in school-sponsored activities, including seminars, workshops, and training. These workshops and training sessions empower families to create, lead, and participate in school events. For example, family members have been involved in the school's governance and operations; they were a key stakeholder group and instrumental in the application process when applying for charter school status, as well as providing input into the school design and model. In addition to their school involvement, the YBPA Board of Trustees has designated a seat on the board for a parent to ensure inclusivity and a formal opportunity for their voices to be heard in key governance and decision-making activities. To assist families and students, the school follows a process to keep the school community informed, relative to program and school satisfaction.

To garner such information, the YBPA staff has created a culture and climate where families can speak with student support staff regarding issues and/or concerns they may have relative to school operations. These concerns are collected, synthesized to the fullest extent possible or appropriate, and are incorporated into policy and/or practice. YBPA staff also measures family and student satisfaction in several ways. This includes annual administration of family and student surveys. Student voices are captured during daily Morning Meetings, Closing Circles, and advisories. And following most school-sponsored family events, we ask families to complete an evaluation or questionnaire regarding the usefulness or effectiveness of the program they attended. All of the data collected is synthesized and reported out to members of the school community during various staff meetings.

Goals/Expectations

- Speak and engage their children about the importance of their education (family).
- Attend and volunteer for school-sponsored activities and events (family).
- Continue to support student work-based learning experience (community/partners).
- Attend workshops and trainings, if so desired (family).
- Provide feedback regarding student performance and WBL placements (community/partners).

Section V School Performance

When receiving public school funding, YBPA acknowledges its adherence to the accountability measures for performance and achievement required by the State School Accountability System/School Star Rating System. We also understand that our school will be required to meet the measures delineated by the RI Performance Framework¹.

RI Accountability/Star Rating System

YBPA will be responsible for achieving the accountability measures below, which consist of the RI Accountability/Star Rating System for high schools. Below you will find the chart on the accountability/performance. The minimum number of points a school can receive to become a 5-Star Rated School is 29. The high school accountability measures include:

- Student Achievement: Student proficiency rates in ELA and mathematics on the PSAT and SAT for grades 10 and 11 respectively, and a future performance measure to include science.
- Student Growth: Student performance growth rates in ELA and mathematics on the PSAT and SAT for grades 10 and 11 respectively, and a future performance measure to include science.
- English Language Proficiency for ELs as measured by WIDA's ACCESS summative English language proficiency assessment.
- Graduation Rate: The 4th, 5th, and 6th-year cohort graduation rates.
- Exceeds Expectations: The percentage of students who earn top scores on state assessments.
- Student chronic absenteeism rates (missing 10% or more of the school year).
- Teacher chronic absenteeism rates (missing 10% or more of the school year).
- Out-of-school suspension rates.

An illustration of the RI 5-Star Accountability System can be found in the table below:

Table 1: RIDE School Accountability/Star Rating System

Star Rating	Achievement – ELA and Math (Max. 8 Points)	Growth – ELA and Math (Max. 6 Points)	English Language Proficiency (Max. 4 Points)	Graduation Rate (Max. 5 Points)	Exceeds Expectations, Absenteeism, & Suspension (Max. 15 Points)	# of Low-Performing Subgroups	
★★★★★	6-8 points (3-4 per subject)	4-6 points (2-3 per subject)	3-4 points	4-5 points	12-15 points	None	
★★★★	5-6 points (2-4 per subject)		2 points		10-11 points	Max. 1 subgroup	
★★★	7-10 total points			3 points	7-9 points	More than 1 subgroups	
★★	5-6 total points			2 points	5-6 points		
★	2 points	2 points	1 point				

School Performance Indicators

As mentioned above, YBPA will also be required to meet expectations for the Annual School Performance Ratings for the RI Charter School Performance Review System, which consists of four indicators. As mentioned above, these indicators will be used to evaluate YBPA's

¹ Rhode Island Department of Education. (2018). *Rhode Island Charter School Performance Review System*. Retrieved from <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/Accountability/Charter Performance Review System Handbook.pdf>.

performance, e.g., academic, financial, organization, and compliance measures. The academic indicator is based on several key questions:

1. "Is the school demonstrating strong student academic achievement based on the State Accountability System?"
2. "Is the school meeting academic goals set by the authorizer" (schools-specific goals)?

In the table below, we provide context for YBPA's accountability measures in accordance with changes in RI's statewide accountability system. Our goals are both rigorous and appropriate for the student population that we intend to serve. We project that greater than 80% of YBPA student enrollment will be students who are over-aged and under credit-bearing for a traditional graduation. They will have missed a substantial amount of school; therefore, below grade level knowledge and skills are expected upon enrollment.

The table below is organized by the aforementioned key questions.

Is YBPA demonstrating strong student academic achievement based on the State Accountability System?

Table 2: YBPA Accountability System

Accountability Measures	System	School	Performance	Performance Metric: How We Know the Measure has been Achieved
<u>Absolute Performance Measure:</u> By Year 2, at least 2% of students continuously enrolled for at least two years will demonstrate proficiency on the PSAT and SAT with a biannual increase of 2% until 8% of students achieve proficiency during the first contract period.				YBPA expects over 80% of students enrolled to be over-aged and under credit-bearing. These students will have missed a significant amount of school. Therefore, YBPA proposes an incremental percentage increase over the first contact period based on PSAT and SAT scores.
<u>Growth Measure:</u> At least 67% of students who are continuously enrolled for two or more years ² will achieve measurable performance gains in ELA and math between the PSAT and SAT test administrations.				SAT scores meet the PSAT performance predictions for at least 67% of students continuously enrolled for two or more years.
<u>Comparison Measure:</u> Each year that YBPA students take the SAT, an increasing percentage will score higher on the SAT than their (over-age and under credit-bearing) counterparts. By Year 5 of the contract, at least 67% of YB students will outscore their counterparts.				This measure requires RIDE and YBPA to identify comparable students – those with similar subgroup demographics, AND parallel percentages of cohort grad year assignments (e.g., similar percentages of students graduate in the 4 th , 5 th , and/or 6 th -year cohorts).
<u>Absolute Performance Measure:</u> By Year 4, at least (certain %) of students continuously enrolled for at least two years will demonstrate proficiency on the NGSS-aligned assessment selected by RIDE.				TBD when released by RIDE
<u>Growth Measure:</u> At least 67% of students who are continuously enrolled for two or more years will achieve performance growth in science.				TBD when released by RIDE

² The measure includes "students who are enrolled for two or more years" because a significant number of YP Prep students will enroll over-age and under-credited. Accordingly, instructional strategies (including personalized learning and differentiated instruction) specifically targeted to accelerate learning. Therefore, this measure **does NOT exclude efforts to accelerate learning for 9th-10th-grade students**. Instead, it recognizes the unique characteristics and educational histories of our student population (e.g., high mobility rates, over-age and under-credited status, etc.), and is in alignment with RIDE's recognition of the 4th, 5th, and 6th-cohort year grad rate.

<u>Comparison Measure:</u> By Year 3, YBPA students will achieve an increasing percentage of students who score higher than their counterparts. By Year 5 of the contract, at least 67% of students will outscore their counterparts.	This measure requires RIDE and YBPA to identify comparable students – those with similar subgroup demographics, AND parallel percentages of cohort grad year assignments (e.g., similar percentages of students graduate in the 4 th , 5 th , and/or 6 th -year cohorts).
<u>Growth Measure:</u> By Year 3 of the first contract period, at least 67% of YBPA students enrolled for one or more years will remain in or accelerate to the next cohort grad year during their tenure at the school.	Cohort grad year assignments are determined by credit attainment at enrollment. Every August, YBPA will assess whether students have remained in, dropped, or accelerated a cohort.
<u>Growth Measure:</u> By Year 2 of the contract, at least 75% of students who initially enrolled with limited English Language Proficiency (ELP), and who are continuously enrolled for two or more years will achieve measurable gains in ELP.	WIDA's MODEL interim/formative assessment to measure ELs' progress throughout the year.
<u>Absolute Performance Measure:</u> By Year 4, at least 67% of students continuously enrolled for two or more years will have successfully completed all course requirements to graduate from YBPA.	Students receive: <ul style="list-style-type: none"> • Passing grades for at least 20 courses (4 English, 4 math, 3 science, 3 social studies and 6 additional courses to include PE, health, arts, and technology. • Passing grades on formative, midterm and end-of-course assessments for each of the aforementioned courses. • Successful completion of a Capstone Project (a performance-based diploma assessment demonstrating proficiency in ELA, math, science, social studies, the arts, and foreign language).
<u>Absolute Performance Measure:</u> Beginning in Year 1, of those students for whom the standard pathway to graduation is not a viable option for graduation (e.g., severely over-age and under-credited), at least 67% will receive a pathway endorsement.	Students: <ul style="list-style-type: none"> • Receive passing grades for 3 or more independent, connected courses; • Successfully complete a work-based learning experience; and • Successfully complete a Capstone Project.
<u>Absolute Performance Measure:</u> By Year 3 of the contract, less than 30% of students continuously enrolled for at least two years will experience chronic absenteeism (missing 10% or more of the school year).	As determined by student attendance systems.
<u>Absolute Performance Measure:</u> By Year 3 of the contract, less than 5% of teachers will experience chronic absenteeism rates (missing 10% or more of the school year).	As determined by YBPA's staff attendance rates.

Is YBPA meeting academic goals set by the time of contract renewal?

Table 3: YBPA Academic School-Specific Measures and Metrics

YBPA Academic School-Specific Goals	Performance Metric: How We Know the Measure has been Achieved
By Year 2 of the first contract period, at least 50% of students continuously enrolled one or more years will achieve their performance targets on each NWEA MAP administration subsequent to the baseline in the reading and mathematics assessments.	NWEA MAP schoolwide growth target report.
By Year 4 of the first contract period of those students who pursue YBPA's dual enrollment course offerings, at least 67%% will achieve a passing grade in all courses.	Dual enrolled students' college transcripts as determined by the college's passing grade requirements.
By Year 4 of the first contract period, at least 67% of students continuously enrolled for two or more years will have completed all course and assessment requirements to earn at least one industry-recognized certificate.	Industry-recognized construction and nonprofit management certificates will be awarded to students who complete all requirements in these Academy programs, respectively.
By Year 6, at least 50% of YBPA graduates admitted to two- or four-year colleges and universities will remain enrolled at least 18 months after initial college enrollment. OR (for student who pursued postsecondary studies in the trades): By Year 6, at least 50% of YBPA graduates admitted to postsecondary trades or vocational schools will pass the coursework and assessments required to complete their studies within established timelines set by the program.	The following metrics will be used to determine whether this school-specific goal is achieved: Student Tracker, National Student Clearinghouse Alumni transcripts Alumni services reports
By Year 3 of the first contract period, YBPA's out-of-school suspension rate will be less than 8%.	As determined by YBPA's incident reports.
By Year 3, 100% of students continuously enrolled for at least two years will have successfully completed the YBPA Rites of Passage Transition from Adolescence to Adulthood Program.	The following metrics will be used to determine whether this school-specific goal is achieved: <ul style="list-style-type: none"> • Attendance during program activities • Level of program engagement as determined by successful completion of all tasks, activities, and assignments.
By Year 4, 100% of students continuously enrolled for at least two years will have successfully completed all service learning requirements.	The following metrics will be used to determine whether this school-specific goal is achieved: <ul style="list-style-type: none"> • Attendance during program activities Level of program engagement as determined by successful completion of all tasks, activities, and assignments

As mentioned above, YBPA will be held accountable for meeting requirements of the three **Sustainability Indicators required by the RI Charter School Performance Review System** below. YBPA **will meet expectations** for the following indicators

Sustainability Indicator 1: Financial Performance

- Current ratio
- Unrestricted days of cash
- Debt to asset ratio
- Total margin and 3-year aggregate total margin
- Debt service coverage ratio

1. Sustainability indicator 2: Organizational Performance

- Organization school-specific goals
- School environment
- Equity and access
- Dissemination
- Board and leadership quality

2. Sustainability Indicator 3: Compliance Performance

- Student rights
- Employee management
- Health and safety
- Educational program
- School leadership
- Financial management

We also have identified **school-specific additional goals to evaluate our school's sustainability**. These include:

1. Each year of operation, the school's board and leadership will achieve 100% of its fundraising targets as evidenced by quarterly reporting of established goals.
2. Each year of operation, 100% of the school's board will be actively engaged in executing its fiduciary responsibilities as evidenced by meeting quorums, committee and full board meeting minutes, compliance monitoring and oversight, and evaluation of school leadership.
3. By Year 4, at least 25% of young people continuously enrolled for at least two years will be involved in school leadership and decision-making as evidenced by appointment and active participation in the school's board of trustees' activities, student council, service-learning committee, academy-based planning teams, and student restorative justice council.

Section VI School Culture

We have described throughout this document a small school model whereby young people have multiple opportunities daily to connect with their peers and staff in meaningful ways that support academic and personal growth. Our school is a small learning community wherein students and staff feel sufficiently supported to take healthy risks leading to increased knowledge and skills, improved socialization abilities, and feel confident enough to achieve their professional, SSP and/or IEP goals. Therefore, permeating all aspects of this model are high expectations for student and staff performance.

Throughout our building and during opportunities for academic and nonacademic learning, we espouse the tenets of authenticity, honesty and integrity. YBPA celebrates the diversity and individuality of our students and staff. Scholars are encouraged to "be themselves," and understand how they fit into the school community and the community at-large. We promote honesty first by creating an environment of acceptance and non-judgment for all. Students and staff are able to be true to themselves regardless of their socio-economic status, religion, and/or

sexual orientation. This in turn, establishes the foundation for an environment in which scholars and school personnel can take responsibility for, and hold oneself and his/her peers accountable for his/her actions. This supports self-reflection and judgment and provides an opportunity for the individual to repair any environmental harm resulting from his/her actions. We help our scholars to understand that integrity is not a quick task, but a characteristic that develops over time. By example and through experiential learning opportunities within and outside the classroom, YBPA teaches students the power of choice. That is to be accountable for one's actions, stay true to one's beliefs, and be a mentor to younger fellow YBPA students.

YBPA is a culture of community, recognition and celebration. Embedded within our daily and weekly schedule and annual calendar are various opportunities for peer and student-to-staff interaction and learning outside of the classroom (see Schedule and Calendar). These rituals and traditions are designed to build confidence, further emotional intelligence, support academic learning and prepare students for their transition to postsecondary education and/or career. YBP – has seen an increase in student retention and graduation rates since implementing rituals and daily routines that build school culture and climate.

Consistent with our model, our school rules, routines and code of conduct are transparent and enforced equitably. We employ restorative practices – “the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.” The restorative practices model has been highly effective within the YouthBuild program. It has helped students and staff to develop better relationships, which in turn has helped the overall organization function more effectively. Research suggests that use of restorative practices within schools “has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning.”³ Key to our school culture and climate is to create an atmosphere of tolerance and respect. For example, YBPA Scholars are addressed as “Mister” or “Miss” by fellow students and staff within our learning community. We believe this furthers positive self-worth and respect among our students. This practice demonstrates a sign of respect and creates a professional environment that mirrors “real-world” interaction.

We expect the YBPA facility will have a sufficient security system to ensure the safety of students and staff. Our personnel are appropriately trained in safety, security, and emergency preparedness and response as required by state and local regulations (see Operations).

Section VII Operations and Management

YBPA will manage its operations and resources to promote each student's academic success and wellbeing. YBPA will institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

School Health Programs and School Safety Plans

We have reviewed the Rhode Island Rules and Regulations for School Health Programs (R16-21-SCHO) in an effort to gain an understanding of the statutory and regulatory requirements for school health programs and safety plans. We assure that YBPA's operating board will comply with the requirements found therein. We understand our fiduciary responsibility to ensure the safe operation of our school, and the welfare of our students and staff.

³ International Institute for Restorative Practices. <http://www.iirp.edu/>. Retrieved March 26, 2015.

We have modeled our school's health and wellness policy for student nutrition and physical activity after the West Warwick Public Schools.⁴ Specific program goals include:

- Providing a comprehensive learning environment for developing and practicing lifelong wellness behaviors for students and staff
- Supporting and promoting proper dietary habits contributing to student and staff health status and students' academic performance
- Providing maximum opportunities for students and staff to engage in physical activity;
- Integrating nutrition and physical activity across the curriculum
- Including nutrition and physical activities in staff professional development

Below we detail the coordination and planning in which we will engage to ensure YBPA will operate safely, and that all staff have the information and resources they need to perform their duties as it relates to school health and physical education programs, the provision of health services, maintaining a healthful school environment (includes safety), and enforcement and severability.

Plans for Health and Physical Education

Pursuant to RIGL §35-4-18, YBPA provides a comprehensive health education program delivered by an appropriately certified health educator. Students receive at least 100 minutes of health and PE instruction each week. This does not include recess, free play and after-school activities. YBPA's health teacher is well-versed with the provisions required of RIGL §35-4-18 entitled, "Health, Education, Alcohol and Substance Abuse Prevention Program," and RIGL §§16-1-5(14), 16-22-12, 16-22-14 and 16-22-24 regarding the aforementioned content along with suicide, teen dating violence and other relevant regulations.

Similarly, and pursuant to § 6.0 of the aforementioned statute, YBPA offers a standards-driven physical education (PE) program aligned to the Rhode Island PE Framework. The YBPA PE program is consistent with the RI Department of Health's Vision for Young People. "As a result of daily, high quality physical education instruction from K-12, all students will have the knowledge and skills to lead a physically active lifestyle."⁵ Accordingly, our PE program is aligned to the state's PE framework

Plans for Developing School Safety and Emergency Response Plans

YBPA leadership team – along with select operating board members will review this document to ensure that it meets all of the regulatory requirements set forth in the state's guidelines for school safety and emergency response planning. In addition, the YBPA leadership team will ensure that all staff are properly trained and designated staff are appropriately certified in school safety and emergency procedures as required by RIGL §16-21-4 and §16-21-5. All new staff receive training during initial orientation and prior to the start of school each year. The school will comply with the regulatory requirements for school emergency protocols, procedures and practice drills as outlined in the aforementioned regulations.

Plans for Providing Health Services

YBPA contracts an appropriately certified, part-time nurse to deliver health services to students. In accordance with RIGL §16-21-9, the YBPA nurse:

- Conducts/arranges health examinations/screenings as described in §§ 9.0, 10.0, 11.0, 12.0, 13.0 and 14.0 of these regulations;
- Administers any student medications;

⁴ West Warwick Public Schools. (2007). *V.A.20 Health & Wellness Policy for Student Nutrition & Physical Activity*. http://www.ri.net/schools/West_Warwick/EPG/docs/V.A.20.html Retrieved March 19, 2015.

⁵ Rhode Island Department of Health. (2007). *Rules and Regulations for School Health Programs*. p. 14.

- Creates, stores and manages student records in accordance with §§ 15.0, 16.0, 17.0 and 18.0 of these regulations; and
- Reports and manages any school-based communicable, environmental or occupational disease as directed by a physician and in accordance with § 16.0 of these regulations.

School's Food Service and Nutrition Program

YBPA scholars receive breakfast and lunch each school day. YouthBuild currently contracts with Sodexo via Providence Schools to deliver free, reduced and full price meals daily to students. YBPA will enter into a similar contract with Sodexo to contract food services for its scholars.

School's Plan for Student Transportation

To ensure our students do not incur financial barriers to transporting themselves to and from school, extracurricular activities and college courses; YBPA pays 100% of the transportation costs for an estimated 50% of our students. We purchase RIPTA monthly bus passes for students at \$65.00 per student.

School's Plan for Human Resources, Payroll and Purchasing

It is the goal of YBPA founders to ensure that school staff is not burdened by the considerable tasks associated with the school's back-office functions. We would like school leadership and staff to spend the majority of their time making certain the school's education program and student services are effectively and efficiently delivered so that students graduate ready to enter postsecondary institutions. Therefore, once the preliminary contract is received, YBPA's operating board plans to accept bids from local area companies and nonprofits with experience providing these services. For the purposes of preliminary contract approval, we indicate that said services (human resources, payroll and purchasing) are provided by school personnel.

School's Plan for Information Technology and Data Management

Information technology (IT) is key to YBPA's success, both for our scholars and staff. Our students participate in technology education in accordance with the RI Common Core State Standards. To do so, we must provide and maintain current information technologies for students and staff. Therefore, YBPA employs a part-time IT professional. Once we reach full capacity, this position becomes a full-time employee.

Goals/Expectation

- Manage staff resources.
- Assign and schedule teachers and other professional staff.
- Manage fiscal, physical, and other resources.
- Engage in effective budgeting and accounting practices.
- Employ technology to improve the quality and efficiency of operations and management
- Maintain data and communication systems.
- Maintain relationships with sending school districts.
- Maintain and manage governance, processes, and internal and external politics toward achieving our mission and vision (Strike, Sims, Mann, and Wilhite, 2019, pp. 122-1230).

Section VIII Measuring Impact

YouthBuild Preparatory Academy will create multiple pathways for our students, while providing the academic and social support that they need to use their educational experience as a

launch point for greater achievements. Our goal for students extends beyond the attainment of a high school credential to a successful transition into post-secondary education and careers.

In order to analyze the impact of our model, we will compile baseline student enrollment data including at-risk indicators such as absenteeism, suspensions, grade repetition, student mobility, and performance on standardized assessments to measure overall program effectiveness. Instructors will use a combination of exams, homework, and portfolios to assess levels of student learning. Instructors will also use one-on-one discussions, group conversations, and test performance to determine the degree to which students demonstrate an understanding and mastery of content. YBPA will adapt our current indicators to demonstrate measurable results – including graduation rates, number of diplomas earned, and gains in literacy and numeracy. As part of our outcome measures, staff will conduct post-program support and monitoring to track post-secondary access and persistence as well as employment outcomes. In short, the YouthBuild Preparatory Academy will employ a data-driven approach to support student achievement.

Moreover, to gauge our program effectiveness, YouthBuild Preparatory Academy underwent an evaluation of our programs and services aligned with YouthBuild USA National Organization's five-year program evaluation for compliance and continuation of accreditation. Based on this evaluation, YBPA was designated high-performing in:

- High School Equivalency/ Diploma - 74%
- Certifications - 82%
- Program Completion - 78%
- Attendance - 93%
- Retention - 78%
- Recidivism - 0%

In addition, YBPA was designated good for wage earning - \$11.16/hour.

Two outcomes, work-based placement (51%) and literacy/numeracy (43%), were deemed to need attention and unacceptable, respectively. These outcomes are the result of students being unable to be permanently placed due to age requirements and a lack of post testing. However, given that the percentage in high school equivalency/diploma exceeded the targeted outcome of 70% set by the national office, it could be concluded that the measure would have been met had posttests been taken. These performance outcomes are not only aligned with the national office, but also the governor's initiatives on workforce development and the department of education's college and career readiness platform.

Uniquely Positioned to Succeed

With 20+ years successfully engaging and supporting underserved students, and a voluntary board of dedicated veteran educators, community leaders, and public and private partners, YBPA is uniquely positioned to successfully address the continued and persistent opportunity gaps faced by boys and young men of color, and transform the school experience to ensure that all young people can reach their full potential.

YBPA has achieved high-performing scores in student attendance, retention, completion, and in students earning a diploma and certification. YBPA's vision to provide our students with

sustainable skills in the realms of academia, social and emotional stability, and civic engagement, and enabling students to attain high-wage and high-skills jobs, is well within reach.

APPENDICIES

Appendix A Course Scope and Sequence

Year1/2

All students receive the core curriculum outlined above. In Year 2 of enrollment, students continue their core academic studies, and take seminar classes in one of three career-focused Academies. These sophomore Academy seminar courses involve cross-curricular projects designed to support student exploration and learning about their career area of choice. Below, we provide the course sequence for first- and second-year students:

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Apprentice I						
Algebra I/Geometry	Course explores topics in both algebra 1 and geometry. The goal of the class is to close skill gaps and provide a foundation for the higher-level math skills needed to succeed in the upper grades.					
English I	Skill gaps in literacy and writing are identified and addressed using fiction and nonfiction texts. Students are exposed to various forms of writing including: journals, blogs, and essays. Students will also be required to engage in one-on-one discussion, group activities, and presentations to begin developing speaking and listening skills					
Biology	Students are exposed to the scientific method using biology as the theme. The course focuses on those critical thinking and technical writing skills needed for later coursework.					
Social Studies	Course topics include world and US history, and geography. Coursework provides practice in reading and understanding primary and secondary source documents including the principles of research.					
Foreign Language	Language(s) Spanish, French and Mandarin. This course provides an introduction to language and culture.					
Physical Education/Health	The students will gain a better understanding of games and various sports. They will become more knowledgeable of the strategies and the rules of the games. Students will also gain a thorough understanding of teamwork and how the concept leads to success. Individual skills, physical strengths, fine/gross motor coordination will be recorded and tracked throughout their high school years.					
Freshman Seminar	Topics in the seminar include: study skills, time management, responsible use of technology, and organizational skills. Scholars also take workshops					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
	in personal development and etiquette. In addition, since many students have an unhealthy fear of math, we offer an interdisciplinary, mission-driven math seminar (mathematics and humanities). Lastly, students are required to complete 25 hours of service learning.					
Arts	Art and music classes will look at the historical, social, and cultural context of art and music to build the foundational skills for understanding and appreciating all forms of art.					
Apprentice II						
Geometry/Algebra II	Includes geometry and algebra 2 content.					
English II	Reading strategies and skills are introduced using nonfictional and fictional texts. The course goal is to prepare students for college-level reading. Students also are introduced to writing skills and techniques needed for college and career.					
Chemistry/Physics	Course topics include: matter, energy, and motion topics. The skills addressed include: using the scientific method for inquiry, using formulas to solve problems, balancing equations, real-world applications of scientific theories.					
History/Social Studies	Students will have the option of exploring topics in African, Latino/Hispanic, and/or Asian Studies. Students will explore the role these groups have played in seminal historical events, like WWI and WWII, Slavery and Slave Trade, the Global Economy, and the building and development of the United States. This course also reinforces the literacy skills covered in English 2.					
Foreign Language	Language(s): Spanish, French and Mandarin. This course is designed to build on and strengthen skills from Apprentice I class.					
Physical Education/Health	The student continue to build a better understanding of games and sports. Scholars are introduced to less popular sports and activities. They gain an understanding of the importance and benefits of physical activity, and come to understand the benefits of teamwork, mental toughness and cooperation. During the spring students select two outdoor activities or sports.					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Arts	Building on their first year experiences, students will begin to explore various mediums in art and music. Topics will include: 2-D and 3-D Drawing, Music Theory, Ceramics, and Painting.					
Sophomore Workshop Series	Sophomore seminars include defining healthy relationships, leadership development, and financial literacy and communication skills (scholars have a choice of urban debate or toastmasters). In addition, students take mandatory seminars in (social exclusion and inclusion which examine gender relations and inequalities) and other (the study of race, cultural and politics). Year 2 scholars also are required to complete 100 hours of service learning.					

YBPA

When a student enters into Apprentice III status of enrollment, students chose to enroll in one of three Academies. Each Academy is designed to accelerate learning, and ready students for postsecondary education, career and active participation in a 21st century global economy. As discussed earlier in this document (see Mission Statement), the following Academies are available for YBPA student enrollment.

All Academy coursework is designed to provide students the opportunity to explore strategies for how best to improve the well-being of the greater YBPA community. Course content is aligned to the CCSS and other state-mandated content and skills requirements. Academy teaching and learning involves real-world focused projects designed to provide students with the subject matter knowledge, skills and course credit needed for graduation. Course content also includes exposure to common career and workplace issues. Most YBPA Academies include a dual-enrollment component with our partner institution, CCRI, and in some cases self-paced web-based learning providing scholars the opportunity to earn both high school and college credits.

Community Development Academy Narrative

Community Development Academy: Involves two components: construction and nonprofit administration and leadership. The construction program coursework includes Common Core-aligned mathematics (i.e., basic math concepts, algebra and geometry), safety, construction technology, carpentry, masonry, electrical, etc. Coursework also includes practical applications (i.e., client description and site planning, intro to design project, etc.) and on-the-job training (i.e., constructing and rehabbing homes). Students graduate from the Construction Academy with industry-recognized certifications including those awarded by HBI's Pre-Apprenticeship Certificate Training and the Occupational Safety and Health Administration Certification (OSHA-10). Lastly, all Community Development Academy students must successfully complete a Senior Design Project to demonstrate mastery of core academic and sustainable design elements. The nonprofit administration and leadership program focuses student learning on leadership development and capacity building for small, local nonprofits. Coursework includes: leadership development and structures; economics, finance and accounting; governance; and social reform, innovation and entrepreneurship. Practical experience includes internships, nonprofit creation and service learning projects. **Our higher education partner, CCRI, does not currently**

offer a certificate program in nonprofit administration and leadership; however, we have been in discussion with Roger Williams University and College UnBound in the development of one. Our founders have begun conversations with local nonprofit leaders to explore possible course and experiential offerings for students interested in this course of study. We anticipate course topics will include: fundraising, community organizing, leadership development and grant writing. We also are exploring the possibility of a certificate program with CCRI. For specific Community Development Academy course offerings by grade level see the table below:

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Apprentice III						
Algebra II/Pre-Calculus	Topics in algebra 2 and pre-calculus such as: interpreting and building functions, linear, quadratic, and exponential models, and trigonometry are addressed. Coursework includes project-based learning aligned to the construction and non-profit management industries.					
English III	Students will engage in non-fiction and fiction texts in American, British, and global literature to include: novels, short stories, poetry, and informational texts. Coursework includes project-based learning aligned to the construction and non-profit management industries, and readings will be connected to this career focus. Through group work and presentations, students will strengthen and build upon their speaking and listening skills from Apprentice II.					
Honor or AP Chemistry, Physics and/or Earth Science.	The purpose of this course is to prepare students for the AP exam. Coursework includes: energy, motion and matter. Honors students engage in similar coursework. Both classes build upon the content and skills presented in the Apprentice II chemistry and physics courses. Students who are not interested in AP/Honors courses will take Earth Science. Topics for this class include: the materials that make up the earth, the solar system, and galaxies and universes. Students will build on the skills from grades 9 and 10 in: the scientific method, scientific inquiry, and using science to investigate and solve real-world problems.					
Foreign Language	Language(s): Spanish, French and Mandarin. This course is designed to build on and strengthen skills from the Apprentice II class or students can choose to take the first year of a new language.					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Physical Education/Health	The Students will use their junior and senior year to understand physical exercise. The students will have an opportunity to focus on sports that are mentally and physically challenging. Students will spend a semester or two focusing on sports such as fencing, swimming, chess, weightlifting, or running.					
Required Academy Courses and Workshops	Depending on the selected program within this Academy, required courses may include: <ul style="list-style-type: none"> • Introduction to Project Design • Site and Community Dynamics • Possible Non-Profit Electives: <ul style="list-style-type: none"> • Economics of Social Reform • Building Capacity in Small Nonprofits • Workshop topics include fundraising, community organizing, leadership skills, small grant writing 					
Service Learning	Students enrolled in the construction program rehab community homes in partnership with a local housing authority. Students enrolled in the nonprofit leadership program also complete service learning projects within community-based organizations. Students are required to complete 250 hours to satisfy these requirements.					
Master						
Pre-Calculus/Calculus	Coursework includes: polar and rectangular coordinates, imaginary numbers, complex numbers, vectors and matrices. Students also engage in projects developed and aligned to the construction and nonprofit management sectors.					
English IV	Students will engage in non-fiction and fiction texts in American, British, and global literature to include: novels, short stories, poetry, and informational texts. Coursework includes project-based learning aligned to the construction and nonprofit management industries, and readings will be connected to this career focus. Students will complete presentations and other group work to develop the speaking and listening skills needed for success in PSE and career.					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Honors or AP Chemistry or Physics	The purpose of this course is to prepare students for the AP exam. Coursework includes: energy, motion and matter. Honors students engage in similar coursework. Both classes build upon the content and skills presented in the Apprentice II chemistry and physics courses. This class will be offered as an elective course to students who wish to take a fourth science class.					
Foreign Language	Language(s): Spanish, French and Mandarin. This course is designed to build on and strengthen skills from Apprentice III class or build on and strengthen skills from the first year of a new language.					
Physical Education/Health	Students will spend a semester focusing on sports such as fencing, swimming, chess, weightlifting, or running.					
Required Academy Courses and Workshops	Students are required to do an externship along with their academy requirements.					
Service Learning	Students enrolled in the construction program will expand on their skills by continuing to rehab community homes in partnership with a local housing authority. Students enrolled in the nonprofit leadership program also complete service learning projects within community-based organizations, taking on more responsibility than in Apprentice III projects. Students are required to complete 450 hours. This is possible because students earn 10% of these hours for being in class, on-site, and for the total time they have spent in the Academy.					
Dual-Enrollment Credits	Students in the nonprofit administration and leadership track will take classes that will earn them college course credit. Possible course topics are: fundraising, community organizing, leadership development and grant writing.					

Academy for Human Services

The Academy for Human Services exposes students to various types of human service professions including: counseling, coaching, therapies, youth development, social justice and community organizing. In addition, Human Services Academy students are dual-enrolled at CCRI in the social services certificate program where they take introductory courses in: helping and human services; drugs and human behavior; service learning; and assessment interviewing for treatment

planning and therapeutic interventions 1: working with individuals. Students also obtain practical experience via sector internships with agencies focused on youth development, the elderly and community organizing.

Students enrolled in the Academy for Human Services are required to take some combination of the following courses:

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Apprentice III						
Algebra II/Pre-Calculus	Topics in Algebra II and Pre-Calculus will be addressed connected to projects developed and aligned to the human service industry. Statistical skills and data-driven decision making will also be introduced.					
English III	Students will engage in non-fiction and fiction texts in American, British, and global literature to include: novels, short stories, poetry, and informational texts. Coursework includes project-based learning aligned to the human services field, and readings will be connected to this career focus. Through group work and presentations, students will strengthen and build upon their speaking and listening skills from Apprentice II.					
Honor or AP Chemistry and/or Physics	The purpose of this course is to prepare students for the AP exam. Coursework includes: energy, motion and matter. Honors students engage in similar coursework. Both classes build upon the content and skills presented in the Apprentice II chemistry and physics courses. Students who are not interested in AP/Honors courses will take Earth Science. Topics for this class include: the materials that make up the earth, the solar system, and galaxies and universes. Students will build on the skills from grades 9 and 10 in: the scientific method, scientific inquiry, and using science to investigate and solve real-world problems.					
Foreign Language	Language(s): Spanish, French and Mandarin. This course is designed to build on and strengthen skills from Apprentice II class or students can choose to take the first year of a new language.					
Physical Education/Health	The Students will use their junior and senior year to understand physical exercise. The students will have an opportunity to focus on sports that are mentally and physically challenging. Students will spend a semester or two focusing on sports such as					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
	fencing, swimming, chess, weightlifting, or running.					
Required Academy Courses and Workshops	Required Academy courses may include: <ul style="list-style-type: none"> • Social Justice • Mental Health Issues • Community Organizing • Workshop topics include interpersonal skills, report writing, and grant writing. 					
Service Learning	Students will engage in volunteer and internship work at schools or community-based organizations focused on human services. Students will be required to complete 250 hours during the year.					
Master						
Pre-Calculus/Calculus	Topics in Pre-Calculus and Calculus will be addressed connected to projects developed and aligned to the human service industry. Students will also engage in statistical analysis techniques.					
English IV	Students will engage in non-fiction and fiction texts in American, British, and global literature to include: novels, short stories, poetry, and informational texts. Coursework includes project-based learning aligned to the human services, and readings will be connected to this career focus. Students will complete presentations and other group work to develop the speaking and listening skills needed for success in PSE and career.					
Honors or AP Chemistry or Physics	The purpose of this course is to prepare students for the AP exam. Coursework includes: energy, motion and matter. Honors students engage in similar coursework. Both classes build upon the content and skills presented in the Apprentice II chemistry and physics courses. This class will be offered as an elective course to students who wish to take a fourth science class.					
Foreign Language	Language(s): Spanish, French and Mandarin. This course is designed to build on and strengthen skills from Apprentice III class or build on and strengthen skills from the first year of a new language.					
Physical Education/Health	Students will spend a semester focusing on sports such as fencing, swimming, chess, weightlifting, or running.					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Required Academy Courses and Workshops	Students are required to do externships along with their academy requirements.					
Service Learning	Students will engage in internship work at schools or community-based organizations focused on human services, increasing their role and responsibilities from their Apprentice III experiences. Students are required to complete 450 hours. This is possible because students earn 10% of these hours for being in class, on-site, and for the total time they have spent in the Academy.					
Dual-Enrollment Courses	Students in the Human Services Academy will take part in the social service certificate program Course work will include: introductory courses in helping and human services, drugs and human behavior, service learning, assessment interviewing for treatment planning and therapeutic interventions 1: working with individuals.					

Academy for Future Teachers

Academy for Future Teachers: A pre-service apprenticeship program designed to provide content knowledge and practical experience in teaching. Scholars learn from and collaborate with K-12 teachers and teacher assistants. The framework for this program is modeled after The Future Teachers Pathway at Georgia State University¹ wherein programming focuses on targeted teaching shortage areas including early childhood and secondary math and science. Students are dual-enrolled in the teacher assistant certificate program at CCRI. Course content includes: roles and responsibilities of the teacher assistant; human development; diversity; special education; basic rights; school health and safety; the instructional process; school laws; computer and technology skills; positive classroom climate; and team-building. Also, students are required to complete three hours of job-shadowing a teacher assistant. For specific course offerings by grade level see the table below:

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
Apprentice III						
Algebra II/Pre-Calculus	Topics in algebra 2 and pre-calculus such as: interpreting and building functions, linear, quadratic, and exponential models, and trigonometry are addressed. Coursework includes					

¹ Georgia State University College of Education. Retrieved April 2, 2015. <http://education.gsu.edu/aft/>.

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
	project-based learning aligned to the education field, and STEM more specifically.					
English III	Students will engage in non-fiction and fiction texts in American, British, and global literature to include: novels, short stories, poetry, and informational texts. Coursework includes project-based learning aligned to the education field, and STEM more specifically, and readings will be connected to this career focus. Through group work and presentations, students will strengthen and build upon their speaking and listening skills from Apprentice II.					
Honor or AP Chemistry and/or Physics	The purpose of this course is to prepare students for the AP exam. Coursework includes: energy, motion and matter. Honors students engage in similar coursework. Both classes build upon the content and skills presented in the Apprentice II chemistry and physics courses. Students who are not interested in AP/Honors courses will take Earth Science. Topics for this class include: the materials that make up the earth, the solar system, and galaxies and universes. Students will build on the skills from grades 9 and 10 in: the scientific method, scientific inquiry, and using science to investigate and solve real-world problems.					
Foreign Language	Language(s): Spanish, French and Mandarin. This course is designed to build on and strengthen skills from Apprentice II class or students can choose to take the first year of a new language.					
Physical Education/Health	The Students will use their junior and senior year to understand physical exercise. The students will have an opportunity to focus on sports that are mentally and physically challenging. Students will spend a semester or two focusing on sports such as fencing, swimming, chess, weightlifting, or running.					
Required Academy Courses and Workshops	Required Academy courses may include: <ul style="list-style-type: none"> Workshop topics include Urban and Multicultural Education Basic Pedagogy Professional Practice 					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
	<ul style="list-style-type: none"> Relevance of STEM in Everyday Life 					
Service Learning	Students volunteer/intern at local area elementary or middle schools. Scholars also satisfy the certificate program job-shadowing requirements. Lastly, students are required to complete 250 hours during the year					
Master						
Pre-Calculus/Calculus	Coursework includes: polar and rectangular coordinates, imaginary numbers, complex numbers, vectors and matrices. Students also engage in projects developed and aligned to the education field, and STEM more specifically.					
English IV	Students will engage in non-fiction and fiction texts in American, British, and global literature to include: novels, short stories, poetry, and informational texts. Coursework includes project-based learning aligned to the to the education field, and STEM more specifically, and readings will be connected to this career focus. Students will complete presentations and other group work to develop the speaking and listening skills needed for success in PSE and career.					
Honors or AP Chemistry or Physics	The purpose of this course is to prepare students for the AP exam. Coursework includes: energy, motion and matter. Honors students engage in similar coursework. Both classes build upon the content and skills presented in the Apprentice II chemistry and physics courses. This class will be offered as an elective course to students who wish to take a fourth science class.					
Foreign Language	Language(s): Spanish, French and Mandarin. This course is designed to build on and strengthen skills from Apprentice III class or build on and strengthen skills from the first year of a new language.					
Physical Education/Health	Students will spend a semester focusing on sports such as fencing, swimming, chess, weightlifting, or running.					
Required Academy Courses and Workshops	The course work from CCRI include prep work for the ParaPro Assessment: Topics to be addressed include: roles and responsibilities of the teacher assistant; human development; diversity; special					

Subject Discipline	Course Name & Description	Core	Special	Elective	Alternative	College or Other
	education; basic rights; school health and safety; the instructional process; school laws; computer and technology skills; positive classroom climate; and team-building. Students also will be required to complete three hours of job shadowing a TA.					
Service Learning	Students in this academy will be assigned to one of the partnered middle schools to participate in the New Beginnings Academy mentoring program conducting tutoring, mentoring and organized stem related activities.					

Appendix B Teacher Evaluation

Teacher Evaluation Rubric

Teacher Evaluation Rubrics by Kim Marshall – Revised August 31, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a teacher's job performance:
 - A. Planning and Preparation for Learning
 - B. Classroom Management
 - C. Delivery of Instruction
 - D. Monitoring, Assessment, and Follow-Up
 - E. Family and Community Outreach
 - F. Professional Responsibilities

The rubrics use a four-level rating scale with the following labels: 4 – Highly Effective 3 – Effective 2 – Improvement Necessary 1 – Does Not Meet Standards

2. The rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance on how to improve. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year. It is irresponsible to fill out the rubrics based on one classroom observation. Unannounced mini-observations every 2-3 weeks followed by face-to-face conversations, and one announced observation are the best way for supervisors to have an accurate sense of teachers' performance, providing ongoing praise and suggestions, and listening to concerns. For a detailed account of the development of these rubrics and their broader purpose, see Kim Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2009), and the blend of RI's Teacher Evaluation on Professional Practices.
3. The *Effective* level describes solid, expected professional performance; teachers should feel good about scoring at this level. The *Highly Effective* level is reserved for truly outstanding teaching that meets very demanding criteria; there will be relatively few ratings at this level. *Improvement Necessary* indicates that performance has real deficiencies; no teacher should be content to remain at this level (although some novices might begin here). Performance at the *Does Not Meet Standards* level is clearly unacceptable and should lead to dismissal if it is not improved immediately.
4. When scoring, take each of the ten criteria, read across the four levels (Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards), find the level that best describes the teacher's performance, and circle or highlight that cell. This creates a clear graphic display of areas for commendation and areas that need work. When give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all six pages have been scored, record the ratings on the summary sheet (page 8).
5. Evaluation conferences are greatly enhanced if the supervisor and teacher fill out the rubrics in

advance, then meet and compare scores one page at a time. The supervisor has the final say, of course, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Supervisors should go into the evaluation process with humility since they can't know everything about a teacher's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, teachers should be open to feedback from someone with an outside perspective. For a discussion of the role of student achievement in teacher evaluation, see "Merit Pay or Team Accountability" (Education Week, Sept. 1, 2010) by Kim Marshall.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This would not help teachers who are trying to improve their skill sets. The kindest thing a supervisor can do for an underperforming teacher is give candid, evidence-based feedback, listen to the teacher's concerns, and provide robust follow-up support.
7. If an entire staff is scored honestly using these rubrics, it's possible to create a color-coded spreadsheet that can serve as a powerful (confidential) road-map for schoolwide professional development (see the sample on page 9).
8. These rubrics are "open source" and may be used and adapted by schools and districts as they see fit.

Planning and Preparation for Learning

4

3

2

1

Highly
Effective

Effective

Improvement
Necessary

Does Not
Meet
Standards

The teacher:

a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skillgoals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and mostof Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinkingskills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the- spot, interim, and summative assessments to monitor studentlearning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unitoutcomes.	Designs lessons focused on measurable outcomes aligned withunit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or coveringtextbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.

h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

4
3
2
1

Highly Effective
Effective
Improvement Necessary
Does Not Meet Standards

The teacher:

a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.

h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

4
3
2
1

Highly Effective
Effective
Improvement Necessary
Does Not Meet Standards

The teacher:

a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important, and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are	Mostly lectures to passive students or has them plod through textbooks and

	solvers.		disengaged.	worksheets.
h. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

I. Monitoring, Assessment, and Follow-Up

The teacher:

4	3	2	1
Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.

h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

J. Family and Community Outreach

4

3

2

1

Highly
Effective

Effective

Improvement
Necessary

Does Not
Meet
Standards

The teacher:

a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Let's parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

K. Professional Responsibilities

	4	3	2	1
	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
The teacher:				

a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95- 97%).	Has moderate absences(6- 10%). If there are extenuating circumstances, state below.	Has many absences (11%or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks andwrites correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professionalcontexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professionalcontexts.	Frequently makes errorsin grammar, syntax, usage, and/or spelling inprofessional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records,and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records,and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and alwaysobserves appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional mannerand/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, andmaintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical,dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important memberof teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade- level and schoolwide activities andtakes part in after-schoolactivities.	When asked, will serveon a committee and attend an after-schoolactivity.	Declines invitations toserve on committees and attend after- school activities.
g. Leadership	Frequently contributesvaluable ideas and expertise and instills inothers a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve theschool.

h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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B. Classroom Management:

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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C. Delivery of Instruction:

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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D. Monitoring, Assessment, and Follow-Up:

Highly Effective	Effective	Improvement Necessary	Does Not Meet standards
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E. Family and Community Outreach:

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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F. Professional Responsibilities:

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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OVERALL RATING:

Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
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OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

Principal's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Spreadsheet of Rubric Scores of a 12-Member Staff for PD Purposes

	<i>A. Planning & Preparation</i>	<i>B. Classroom Management</i>	<i>C. Delivery of Instruction</i>	<i>D. Assessment, Monitoring, Follow-Up</i>	<i>E. Parent and Community Outreach</i>	<i>F. Professional Responsibilities</i>	
Cynthia	3	3	3	1	3	3	16
Henry	3	4	3	3	3	3	19
Belinda	3	3	3	2	3	3	17
Marcia	4	4	4	4	4	4	24
Charles	3	3	3	2	3	4	18
Raymond	3	3	3	1	3	4	17
Sandy	3	3	3	2	3	3	17
Mark	4	4	4	4	4	4	24
Placida	3	3	3	2	3	3	17
Anne	3	3	3	1	3	3	16
Richard	2	3	2	1	2	1	11
Totals	34	36	34	23	34	35	

Sources

- Alexandria Public Schools (Virginia) performance evaluation rubrics (2003) Aspire Charter Schools, California teacher evaluation rubrics (2003)
- Boston Public Schools Performance Evaluation Instrument (1997)
- City on a Hill Charter School (Boston) performance evaluation rubrics (2004) Conservatory Lab Charter School (Boston) performanceevaluation rubrics (2004)
- Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 1996) "Indicators of Teaching for Understanding" by Jay McTighe and Eliot Seif (unpublished paper, 2005)
- Leading for Learning: Reflective Tools for School and District Leaders*, Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)
- Linking Teacher Evaluation and Student Learning* by Pamela Tucker and James Stronge (ASCD, 2005) North Star Academy Charter School of Newark: Teaching Standards (2004-05)
- Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)
- The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)
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Pete Turnamian, Mark Jacobson, Andy Platt, Jon Saphier, and Rhoda Schneider provided valuable suggestions on the development and revision of these rubrics. Committees of principals, teachers, and central office personnel from the Hamilton County schools in Tennessee did a thorough critique of the rubrics in 2010 and suggested a number of important improvements. Staff in the New York State Department of Education provided valuable feedback in the summer of 2011.

Appendix C School Schedule and Calendar

Schedule and Calendar

YBPA's doors open at 7:00am Monday – Friday, and do not close until 7:00pm. Students and parents are greeted by staff as they enter the building. Family members who drop off scholars are encouraged to enjoy the Parent Café (See Section II: Community Need and Support) where they will find computer and other information technology, newspapers and other reading materials, and a community breakfast. A YB Prep social worker/case manager operates the Parent Café daily. In this role, the staff person maintains the room during café hours, extends warm greetings to parents on behalf of the school, provides information, and addresses family questions, concerns or issues. Students who arrive early participate in open-recreational time, utilize the computer labs, meet within their activities groups, prep for Morning Meeting (for the PRIDE leading that day's gathering). Breakfast also is available from 7:15am – 7:45am prior to Morning Meeting.

YB Prep students spend nearly eight hours per week day at the school. Student schedules include core and noncore academic courses; service learning, leadership development and other extracurricular activities; dual enrollment in postsecondary classes for eligible students; and apprenticeship, internship and/or workforce development opportunities. Daily and weekly schedules vary by a students' academic needs, credits earned, personal and professional interests, and personal goals. All students participate in Morning Meeting, lunch and Closing Circle scheduled daily for 30-, 45- and 15-minutes respectively.

Classes are scheduled for 55-minutes, and each (except the last period) is followed by 10 minutes of passing time to allow students to reenergize, visit with each other and their lockers, use the restroom, and so forth. Students requiring additional academic support (as determined by their baseline and benchmark performance data - see Section Educational Programs: Assessment System) also attend Saturday School for three hours every week (see the weekly schedule below).

YB Prep's Saturday School operates on a six-week on and six-week off rotation. Staff are rotated on and off each week. The Saturday School serves two purposes, to: 1) challenge students performing at or above grade level to tackle more stimulating academic work including Advanced Placement (AP) courses and/or college readiness instruction; and 2) provide additional support for struggling learners having difficulties mastering concepts and skills, those who need to make up work, and young people who need additional assistance in completing projects.

Each student takes seven classes a semester. However, course schedules differ based on whether the young person is enrolled as a Year 1, 2, 3 or 4 student. Our daily and weekly schedules are designed to support adolescence to adulthood development during students' tenure at YB Prep. For example, ninth graders – or Year 1 students – have pre-determined, well-structured schedules to ensure the development and maintenance of strong foundational skills and academic competencies. As YB Prep students matriculate to the upper grades, they are afforded more flexibility in course selection. This "academic freedom" – so to speak – is at all times aligned to CCSS, student performance, high school course and other state-mandated requirements and assessment. Also impacting course selection for upper grades students is their

choice of YB Prep .

The subsections below provide a more detailed picture of the day, week and year in the life of a YB Prepscholar.

Sample Student Daily Schedule and Narrative

As mentioned earlier, each day starts with Morning Meeting. This, YBPA's first activity each day, is designed to provide our scholars an opportunity to start their new day with appreciation and gratitude along with the fortitude to face whatever challenges come their way. These "greetings" are manifested in morning rituals that include: meditation, chants and reciting the YBPA philosophy, beating of drums, and staff and scholar shout-outs and appreciations. These and other "getting ready" rituals permeate the start of our day at YB Prep. As Morning Meeting concludes, our school building becomes awash with young people who have a renewed sense of readiness and confidence to tackle the day's tasks and trials, and open to its offerings and opportunities. This is the very essence of a YB Prep scholar. Student schedules rotate daily (see the next subsection) to ensure scholars take subject area classes during different times of the day. In this way, students who are differently engaged and focused in the morning or afternoon, can be at the optimum performance at some point during the week in each academic discipline. We borrow this idea after consultation with leadership from Crespi Carmelite High School in Encino, CA and Academy of the New Church Boys Secondary School in Bryn Athyn, PA.

Each morning, students enter classrooms greeted by their teachers with a handshake. Upon entrance, each instructor guarantees YB Prep scholars an engaging, rigorous, interactive and culturally relevant lesson. Therein YBPA teachers challenge students' beliefs, thoughts and opinions, ensuring classroom activities lead to CCSS mastery. After morning classes, all students attend lunch together. Prior to the end of lunch, scholars recite the midday affirmation as they exit for advisory, then afternoon classes.

Following lunch, students assemble into PRIDES (advisory groups comprised of 13 diverse students and 2 staff). These advisories are referred to as PRIDES after the school mascot – a lion. Each PRIDE has its own identity, colors and name, and designs a flag to hang in our school building hallways. The purpose of the PRIDES is to provide an incentive structure for healthy intra-school physical and mental competition among our scholars. For example, PRIDES with the highest attendance or GPA are rewarded with an outing, YB Prep swag or other prizes. In addition, because boys respond well to healthy athletic competition, we sponsor intramural sports competitions throughout the year (See Section IV(b) Curriculum and Coursework).

At any given time, a YB Prep student may be simultaneously engaged in direct instruction, blended and/or project-based learning. Direct instruction is used to introduce new information. Computer-assisted software is used to reinforce and/or remediate concepts and skills. Teachers will employ the strategies of curriculum maps that provide scope, sequence and pacing to ensure comprehensive coverage of grade level content and skills. On the third Friday of each month after lunch, students are engaged in service learning projects

through the end of the school day. This enables students to satisfy the 25-hours of service learning and 100 hours during Year 2 per school year.

Embedded within each day's activities, YBPA's student support staff deploys both a responsive and proactive approach to intervening on behalf of a student in crisis. Also, every two weeks throughout each day, staff randomly conduct a one-to-one check-in with each scholar. The school day concludes with Closing Circle during which the entire student body gathers to discuss the day's achievements and to provide announcements.

Open Space

Extended day activities are optional except for those students identified as needing additional help or tutoring, and who can't otherwise attend Saturday school. During this time, students receive tutoring, complete make-up and/or project work, engage in test prep, participate in extracurricular activities (i.e., sports teams or clubs), and/or engage in external mentoring relationships (the latter may also occur on the weekends).

Sample First/Second-Year Student Daily Schedule

Time	Activity
7:45am-8:15am	Morning Meeting
8:15am-8:25am	Passing time
8:25am-9:20am	First Period: First Year and Second Year Students PE/Health
9:20am-9:30am	Passing time
9:30am-10:25am	Second period: First Year, Algebra I; Second Year, Geometry
10:25am-10:35am	Passing time
10:35am-11:30am	Third Period: First Year, World History; Second Year African History
11:30am-12:05pm	Lunch
12:05pm-12:45pm	Advisory Period
12:45pm-12:55pm	Passing Time
12:55pm-1:50pm	Fourth Period: First Year, English I; Second Year, English II
1:50pm-2:00pm	Passing time
2:00pm-2:55pm	Fifth Period: First Year, Biology; Second Year, Chemistry
2:55pm-3:05pm	Passing time
3:05pm-4:00pm	Sixth Period: First Year, Spanish I; Second Year, Spanish II
4:00pm-4:15pm	Closing Circle

Sample Weekly Student Schedule and Narrative

The YBPA weekly student schedule is jam-packed with teaching and learning, community- and culture- building and support services activities. As mentioned earlier, schedules are student-driven – determined by academic need (e.g., course requirements, credit acquisition, dual enrollment status, and/or required electives such as service learning, leadership activities, and support services). All teaching, learning and activities are designed to provide a culturally relevant and engaging learning environment appropriate for maturing young adults. After Morning Meeting, first- and second-year students (except those actively engaged in athletics or intramural sports) participate in physical education daily. PE at YB Prep involves exercise and work-out routines focused on building and maintaining a healthy lifestyle. We believe PE is especially important in schools serving boys and youngmen as it promotes teamwork, sportsmanship, and self-discipline; and can be a good source for stress reduction.⁶⁹

Sample First/Second Year Weekly Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45am-8:15am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15am-8:25am	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
8:25am-9:20am	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
9:20am-9:30am	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
9:30am-10:25am	Algebra I/Geometry	Biology/Chemistry	English I / II	World History / African Studies	Algebra I
10:25am-10:35am	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time

⁶⁹PHIT America. http://www.phitamerica.org/Benefits_of_P_E_in_School.htm. Retrieved March 22, 2015.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:35am-11:30am	World History	Algebra I/ Geometry	Biology / Chemistry	English I / II	Biology
11:30am-12:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:05pm-12:45pm	Advisory	Advisory	Advisory	Advisory	Advisory
12:45pm-12:55pm	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
12:55pm-1:50pm	English I / II	World History	Algebra I/ Geometry	Biology / Chemistry	World History
1:50pm-2:00pm	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
2:00pm-2:55pm	Biology / Chemistry	English I / II	World History	Algebra I/ Geometry	English I / II
2:55pm-3:05pm	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
3:05pm-4:00pm	Spanish I / II	Freshman Seminar / Elective Class	Spanish I / II	Freshman Seminar / Elective Class	Spanish I / II
4:00pm-4:15pm	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle
4:15pm-6:00pm	Open Space	Open Space	Open Space	Open Space	Open Space

Draft School Calendar

The YBPA annual calendar includes 190 days of instruction begins SY2021-22 with the first day of classes scheduled for September 1, 2021. The SY concludes with the last day of school on June 24, 2022. The annual calendar clearly delineates the organization of the school year, all planned holidays or days off, professional development days and job-embedded activities, special days for mission-specific requirements (Rites of Passage, End-of-Trimester Celebration, and Graduation and Moving Up Ceremony, etc.), and dates for extended programming. The latter includes our six-week Summer Academy which provides remediation and college prep. Remedial teaching and learning activities are designed to accelerate students' content and skills acquisition so that they can reach targeted performance levels. The college prep programming includes SAT and similar prep work. The Summer Academy begins the week following the July 4th holiday and continues through the third week in August.

Draft of Teachers' Weekly Schedule

The YBPA teacher schedule is designed to maximize the time spent with students, and that which is devoted to core teaching, collaborative planning, data-driven decision-making, and professional development. With ample time for planning, both as a team and individually, teachers have time to reflect, design, and study. This will allow teachers to build and evaluate rigorous projects and classroom materials, identify and implement differentiated learning strategies, and conduct research on best practices when faced with a challenge in the classroom. Furthermore, it creates a place for targeted professional development, peer mentoring, and conferencing with supervisors. This atmosphere, which respects teachers' time and provides opportunities for teachers to collaborate and strengthen practices, will contribute to teacher retention.⁷⁰

The YBPA teachers' schedule optimizes the opportunity for our instructional staff to build relationships with students. Instructors participate in community-building activities alongside scholars including Morning Meeting, lunch and Closing Circle. Our founders

saw this practice in action at the Eagle Rock School in Estes Park, Colorado. In this setting, teachers, students, support staff and administrators all came together during Morning Meeting, lunch and other community activities. This community- building practice provides stakeholders an opportunity to share the experiences, successes and talents of all. Students become more engaged because they make genuine connections with staff. As a result, the classroom environment is more positive, centered on teaching and learning instead of behavior management. In addition to optimal time with students, YBPA instructors also spend time daily operating within a professional learning community format. Teachers are afforded 55-minutes daily of common planning time. During the time allotted, teachers across subject disciplines meet to discuss student performance gains as they review student work, assessments, SSP goals, and behavior.

Teachers assume individual and collective responsibility for establishing and achieving weekly targeted goals laser-focused on increasing student performance. The schedule compliments a differentiated approach to learning with a full understanding that all of the students enrolled at YB Prep will succeed, but not all at the same pace or single instructional approach. A combination of extended day activities will also play a major role in contributing to student growth.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45am-8:15am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:25am-9:20am	PLC	PLC	PLC	PLC	PLC
9:30am-10:25am	Teaching Period	Teaching Period	Teaching Period	Teaching Period	Teaching Period
10:35am-11:30am	Teaching Period	Teaching Period	Teaching Period	Teaching Period	Teaching Period
11:30am-12:05pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:05pm-12:45pm	Advisory	Advisory	Advisory	Advisory	Advisory
12:55pm-1:50pm	Teaching Period	Teaching Period	Teaching Period	Teaching Period	Teaching Period
2:00pm-2:55pm	Teaching Period	Teaching Period	Teaching Period	Teaching Period	Teaching Period
3:05pm-4:00pm	Individual Planning Time	Individual Planning Time	Individual Planning Time	Individual Planning Time	Individual Planning Time
4:00pm-4:15pm	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle

⁷⁰ Olsen, B. & Anderson, L. (2007). Courses of action: A qualitative investigation into urban teacher retention and career development. *Urban Education*, 42(1), 5-29.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
4:15pm-6:00pm	Open Space Availability	Open Space Availability	Open Space Availability	Open Space Availability	Open Space Availability

Student Support Staff

Lastly, it is important to note that YBPA's student support services department also meets daily to discuss interventions and other supports for students facing crisis, those needing academic or social and emotional supports, and/or scholars that should be recognized for their hard work, commitment and performance.

2021-2022 School Calendar

September 2021						
S	M	T	W	T	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

YouthBuild Preparatory Academy	
Sep 7	First Day of School for Students
Sep 6	Labor Day
Oct 11	Columbus Day
Nov 24-26	Thanksgiving Vacation
Dec 23-Jan 2	Winter Break
Jan 17	Martin Luther King, Jr. Day
Feb 21	Presidents' Day
Feb 21-25	Winter Break
Apr 15	Good Friday
Apr 15-22	Spring Break
May 30	Memorial Day

Teacher Professional Development	
Summer 2020	Summer Institute
Sep 24	Half Day
Oct 22	Full Day
Nov 19	Half Day
Jan 28	Half Day
Mar 11	Full Day
May 13	Full Day

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
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May 2022						
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June 2022						
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July 2022						
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August 2022						
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28	29	30	31			

Trimesters	
Sep 1 - Dec 22	First Trimester
Jan 3 - Mar 25	Second Trimester
Mar 28 - Jun 24	Third Trimester

Category of Events	
Aug 29-Sep 3	Rites of Passage
Sep 29	Family & Community Open House
Dec 22	End of Trimester Celebration
Jun 23	Moving Up Celebration
Jul 11 - Aug 19	Summer Academy

Test Dates	
TBD	

Appendix D Enrollment Plan

ENROLLMENT PLAN

Grade Level	Year 1 SY2021-22	Year 2 SY 2022-23	Year 3 SY2023-24	Year 4 SY2024-25	Year 5 SY2025-26
<i>Apprentice I</i>	70	65	65	65	70
<i>Apprentice II</i>	65	70	65	65	65
<i>Apprentice III</i>	0	65	70	65	65
<i>Master</i>	0	0	65	70	65
Totals:	135	200	265	265	265

Appendix E Goals Checklists

Education Program

Goal(s)	Strategies and action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness and Metrics
1. Commit to developing a proficiency-based diploma system	1. Provide internal (faculty and staff) and external (parents and community) stakeholders with an understanding and rationale of a proficiency-based diploma system	Faculty and staff Parents and community		1. Open forum on proficiency-based learning systems (Metric) 2. 100% of the faculty and staff will sign on to an alternative education system 3. Parents gain an understanding of proficiency-based diploma system (exit survey)
2. Provide collaborative voices in the design and processes of a proficiency-based diploma system	1. Present and provide literature relative to establishing collaborative teams, and the design and processes of a proficiency-based diploma system 2. Provide opportunities to openly discuss the impact and effectiveness of establishing collaborative teams, and a proficiency-based diploma system 1. Identify the essential components of a diploma system 2. Determine processes to acquire and measure desired outcomes 3. Identify and determine accountability measures of diploma system	Faculty and staff		1. 100% of the faculty and staff attended informational and open discussion session on establishing collaborative teams, and a proficiency-based school diploma system (Metric) 2. Established collaborative teams (Metric)
3. Create a proficiency-based diploma system	1. Identify components of a coordinated assessment plan that monitors academic achievement of students 2. Define components of measurement and the applications of measures toward student progress and achievement 3. Develop accountability process that connects to diploma system	Faculty and staff		1. Reviewed secondary regulations on graduation requirements (Metric) 2. Created policy and a diploma system that meet state requirements for graduation. 3. Created policy and accountability system for diploma system. 4. 100% completion of a written document that describes the process and accountability measures of the YB Prep Diploma System
4. Create a Comprehensive Assessment System (CAS)		Faculty and staff		1. 100% completion of a written document of a CAS for YB Prep

5. Participate in PD trainings on proficiency-based learning systems	1. Identify experts in the field to provide training 2. Provide two to three weeks of interactive training on proficiency-based learning systems	Faculty and staff		1. Identified experts in the field (Metric) 2. Collaborative teams completed training, and 100% of faculty and staff have a working knowledge (structured activities, e.g., small group discussion, parking lots, survey) of proficiency-based learning systems, awarded (if applicable) a certificate of understanding and completion based on evaluation of training
6. Develop the design, processes, and tasks of planning, design for learning, teach and assess, and communicate progress	1. Build a proficiency-based system, an alignment system based on shared responsibility, and collaboration 2. Clarify processes, roles and responsibilities for planning, e.g., graduation requirements and performance indicators, design for learning, e.g., curricula, teach and assess, e.g., instruction, and communication	Faculty and staff		1. Collaborative teams will provide a draft document based on design process that include the tenets of a proficiency-based learning systems 2. Board of Trustees will review (presentation) and approve the proficiency-based learning systems

Curriculum Design

Goal(s)	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness and Metrics
1. Commit to developing a standards-based curriculum in the core content areas	1. Discuss the relevance, impact and effectiveness of standards-based curricula on instruction, and closing the achievement gap	Faculty and staff		1. Provided 2 to 3 exemplars of other system of proficiency-based schooling that demonstrate effectiveness (Metric) 2. 100% of faculty and staff will agree to a standards-based curriculum
2. Provide a collaborative voice in the design and processes of a standards-based curricula	1. Collaborative teams will meet to determine team norms, roles and responsibilities of creating standards-based content curricula, and the implementation process	Faculty and staff		1. Content teams will provide documentation of finish product relative to process planning (Metric)
3. Utilize multiple data points to identify the essential standards/skills needed to build Ubd backward curriculum design for instruction	1. Collective teams review data and identify essential standards/skills need for mastery (competency) of learning outcomes and levels of proficiency	Faculty and staff		1. Provide a list of sequential essential standards/skills in content areas (Metric)
4. Participate in PD training on standards-based curriculum design and Understanding by Design	1. Provide 2-3 weeks of training on Ubd curriculum design	Faculty and staff		1. Collective teams provided evidence of working knowledge of Ubd (finish unit on an essential standard, (Metric), award (if applicable) certificate of understanding and completion based on evaluation training
5. Develop the processes for standards-based curricula using the Ubd format	1. Define goals through examination of established essential content standards (state) 2. Determine curriculum expectations 3. Identify learning priorities established by long term performance goals 4. Identify performance tasks that assess understanding and ability to transfer learning 5. Determine evidence of student understanding, and the ability to use (transfer) their learning in other domains of learning, and other evidence (quizzes, tests, etc.) (desired results) 6. Align curricula and assessments to	Faculty and staff		1. Provided finish products of processes and use of Ubd curriculum design

	defined outcomes/ and/or desired results			
6. Engage in the processes of review, revise, and revise content curricula	See above action steps	Faculty and staff ongoing	Annually	1. Provided revised content area curriculum (Metric)

Curriculum Design

Goal(s)	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness and Metrics
1. Commit to developing a proficiency-based curricula in the core content areas	1. Discuss the relevancy, impact and effectiveness of proficiency-based curricula on instruction, and closing the achievement gap	Faculty and staff		1. Provided 2 to 3 exemplars of other system of proficiency-based schooling that demonstrate effectiveness 2. 100% of faculty and staff will agree to a proficiency-based curricula (Metric)
2. Provide a collaborative voice in the design and processes of a proficiency-based curricula	1. Collaborative teams will meet to determine team norms, roles and responsibilities of creating proficiency-based content curricula, and the implementation process	Faculty and staff		1. Content teams will provide documentation of finish product relative to process planning (Metric)
3. Utilize multiple data points to identify the essential standards/skills needed to build UbD backward curriculum design for instruction	1. Collective teams review data and identify essential standards/skills need for mastery (competency) of learning outcomes and levels of proficiency	Faculty and staff		1. Provide a list of sequential essential standards/skills in content areas (Metric)
4. Participate in PD training on proficiency-based curriculum design and Understanding by Design	1. Provide 2-3 weeks of training on UbD curriculum design	Faculty and staff		1. Collective teams provided evidence of working knowledge of UbD (finish unit on an essential standard, (Metric), award (if applicable) certificate of understanding and completion based on evaluation training
5. Develop the processes for proficiency-based curricula using the UbD format	1. Define goods through examination of established essential content standards (state) 2. Determine curriculum expectations by long term performance goals 3. Identify learning priorities established by long term performance goals 4. Identify performance tasks that assess understanding and ability to transfer learning 5. Determine evidence of student understanding, and the ability to use (transfer) their learning in other domains of learning, and other evidence (quizzes,	Faculty and staff		1. Provided finish products of processes of UbD curriculum design (Metric)

	tests, etc.) (desired results)			
6. Engage in the processes of review, revise, and revise content curricula	6. Align curricula and assessments to defined outcomes/ and/or desired results See above action steps	Faculty and staff On going	Annually	1. Provided revised content area curriculum (Metric)

Instructional Design

Goal(s)	Strategies/Action steps	Who is responsible	Target Date or Timeline	Evidence of Effectiveness and Metrics
1. Define collaborative teams based on content areas, and support personnel	1. Review applications of content and support personnel to establish teams	School leaders and teachers		1. Completed 100% identification of teams, and establish teams
2. Provide collaborative time for teams	1. TBD	School leaders and teachers		1. Established scheduled times for team meetings (Metric)
3. Establish structure, team goals, and model for monitoring work	1. Develop policy on the processes for collaborative learning	School leaders and teachers		1. 100% completion of policy on professional learning model and monitoring (Metric)
4. Provide direction and support for teams	1. Develop and share guidelines for supports to teams	School leaders		1. Discussions on steps to direct and support collaborative initiatives (Metric)
5. Provide feedback relative to the progress of sustaining achievable goals	See goal 3 and strategy and action step 1	School leaders		See metric for goal 3
6. Provide resources and tools to fore-fill goals	1. Team members identify resources and tools 2. Submit invoice request (s) to appropriate office	School leaders		1. Team members are in receipt of materials and/or supplies ordered
7. Participate in the process	1. Schedule and allocated time for participation in teamwork 2. Follow strategy and metric in goal 3	School leaders		1. Identification of weekly time to meet with teams 2. See metric in goal 3

Teachers and Students

Goal(s)	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness and Metrics
Goal(s)	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness and Metrics
1. Engage in higher level of learning for students	1. Develop assignments that allow for students to analyze, synthesize, and interpret content	Teachers		1. Completed assignment activities of high quality
2. Work as teams to achieve common goals	1. Continue to work as collaborative teams 2. Identify common goals by using the collaborative process	School leaders and teachers		1. Common goals are identified by collaborative content teachers and support personnel teams for the engagement of teaching and learning
3. See goal 2- proficiency-based system	1. See goal 2- proficiency based system	School leaders and teachers		See goal 2-proficiency-based system

4. Refocus time spent in meeting on improving student learning	<p>1. Discuss the processes for effective lesson planning and teaching Pollock and Tolone's (2021) "GANAG Lesson Design"</p> <p>A. Goals/Objectives</p> <p>Set goals/objectives and provide feedback, (students interact with goal/objectives unpacked from standards)</p> <p>Recognize effort and provide recognition</p> <p>B. Access Prior Knowledge (students view visuals and cues that trigger background knowledge)</p> <p>Use nonlinguistic representation</p> <p>Use cooperative learning</p> <p>Use questions, cues, organizers</p> <p>C. New Information (students acquire declarative or procedural knowledge relative to objectives/goals)</p> <p>Take notes</p> <p>Use cooperative learning</p> <p>Use nonlinguistic representation</p> <p>Use questions, cues, and organizers</p> <p>Practice</p> <p>D. Apply (students use thinking skills to learn declarative knowledge or practice procedural knowledge)</p> <p>Practice</p> <p>Identify similarities and differences</p> <p>Generate and test hypotheses</p> <p>Ask and analytical questions</p>	Teachers and students		1. Documentation of lesson planning (metric)
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	E. Goal Review (students self-score to gauge progress on objectives/goals) Revisit objectives, and scoring progress Revisit effort or McTighe and Wiggins "s" (2011) UbD Guide to Creating High Quality units, instructional modules on the basic concepts and elements of UbD. i.e., Identifying Desired Results, Determine Assessment Evidence, and "Planned Learning Experiences and Instruction", i.e., three different types of goals, transfer, making meaning, and acquisition			
5. Review data to identify changes in curricula, instructional practices, and assessments	1. Purchase Data Wise software 2. Provide training on Data Wise software	School leaders and teachers		1. Documentation that 100% of teaching staff and school leaders received training on Data Wise 2.School leaders and teachers are skilled in the use of learning data to inform instructional decisions (Metric)
6. Participate in professional learning initiatives relative to teaching approaches, and best practices in student learning	1. See curriculum design goal 4 strategies and action steps 2. Deepen school leaders and teachers understanding of student with disabilities, and the how-to of differentiated instruction to meet various student needs 3. Deepen school leaders and teachers understanding or structured English Immersion model for MLL, and the how-to differentiation instruction to meet various student needs, in addition to improving language acquisition levels of proficiency	School leaders and Teachers		1. See curriculum design goal 4 effective evidence and metric 2. 100% school leaders and teachers understand the needs of their students and are fluent and can apply best practices in differentiated instruction for students with disabilities and MLL students, in addition to improving levels of language acquisition skills (Metric)
7. Engage in the processes of student learning in content areas	1. Involve students in Information Processing Family, Family Model or PBL, instructional models of teaching and learning	Students		1. Documentation of lessons/ completed assignments (Metric)

8. Apply identified essential standards/skills in ELA and social studies	1. See goal 4 strategies/action steps applied to ELA standards to reading (literacy), writing, and social studies	Students		1. See goal 4 effective evidence as applied to ELA and social studies
9. Apply identified NGSS essential standards/skills in the four content areas	1. See goal 4 strategies/action steps applied to NGSS in physical science, earth and space science, and engineering, technology, and application of science	Students		1. See goal 4 effective evidence as applied to NGSS
10. Apply mathematical practices through conceptual understanding of key ideas and principles, and essential knowledge and skills	1. See goal 4 strategies/action steps applied to mathematical practices	Students		1. See goal 4 effective evidence as applied to math standards
11. Provide opportunities for students to master grade level standards /skills in ELA, mathematics, and science	1. Continue to provide high quality effective instruction, assessments, and feedback that identifies struggles in learning 2. Provides opportunities to improve or enhance learning	Teachers and students		Increase of 5% in proficiency levels in ELA. Increase of 3% in proficiency levels in math over each of the four years. Increase of 8% in proficiency levels in science over each of the four years. 60% of students enrolled in the Class of 2025 YOUTHBUILD PREPARATORY ACADEMY will have demonstrated mastery in grade level standards/skills by 2025 (Metric)

Distant Learning or Remote Learning

Goal (s)	Strategies and Action Steps	Who is responsible	Target Date and Timeline	Effective Evidence and Metric
1. Focus task on goals and learning	1. Use identified essential standards/skills in practice 2. Use authentic performance-based tasks	School leaders and teachers		1. Completed tasks reflect authentic situations that involve research, problem-solving, and decision-making
2. Provide tasks directions and success criteria	1. Develop clear directions for assignments, and create success criteria, i.e. checklists, rating sheets or rubrics	School leaders and teachers		1. Completed set (s) of assignment direction(s), and options for success criteria
3. Engage students in voice and choice through differentiated support	1. Develop mini lessons, provide coaching sessions or scaffolds to students in need of support students, and the how-to differentiated instruction to meet student needs	School leaders and teachers		1. Completed documents for step-by-step directions, graphic organizers, outlines, on-line tutorials, mini lessons etc.
4. Provide feedback	1. Develop timelines for feedback, and identify the attributes of work and understanding by the learner	School leaders and teachers		1. Completed methods/ models for feedback that provide comments and suggestions or peer review
5. Engage students in self-assessments, reflection, and goal setting	1. Develop discussion prompts that stimulate students to self-assess, reflect, and set goals	School leaders and teachers		1. Reviews of student responses, i.e. video conferencing, discussion post, or traditional essays
6. Engage students and parents in academic integrity	1. Develop policy for academic integrity and honor code pledge	School leaders and teachers		1. Completed documents of academic integrity policy and honor code pledge

Social and Emotional Learning

Goal (s)	Strategies/Action Steps	Who is responsible	Target Date or Timeline	Effective Evidence and Metrics
1. Engage in outreach and awareness program (recruitment)	1. Continue with current recruitment practices	<u>Case Managers</u>		1. Appendix C, document pertaining to recruitment activities (Metric)
2. Create five-year enrollment plan	1. Establish enrollment projections based on previous and existing program enrollment numbers	School leaders		1. Appendix D, projected enrollment plan
3. Create support services calendar	1. Identify calendar items, e.g., timeline for recruitment, parent conferences, MLL and I.E.P. meetings, admission, etc.	Case managers, <u>Social Workers</u> , and Transition Coordinator		1. Appendix E, completed support service calendar

Career and Technical Education

Goal (s)	Strategies/Action Steps	Who is Responsible	Target Date or Timeline	Effective Evidence and Metric
1. Expand programs to meet student interest and labor market needs	1. Identify new CTE programs 2. Institute program planning parameters	School leaders, teachers, and partners		1. Implement two new CTE programs (Metric)
2. Continue to collaborate with postsecondary institutions and industry partners to enhance CTE programs	1. Provide information, plans, and program curricula to postsecondary institutions	School leaders, teachers, and partners		1. Signed documents of new postsecondary agreements
3. Expand career and technical concurrent enrollment programs	1. See #s 1 and 2	School leaders, teachers, and partners		1. Expansion of two new concurrent programs 2. Students have access to concurrent enrollment courses

Workforce Development

1. Continue to engage local employers for work-based learning experiences	1. Continue with outreach efforts by teachers to increase WBL experiences and placements	CTE Teachers		1. Increase WBL opportunities by at least two-three new placements (Metric)
2. Create new and expand work-based learning partnerships	1. Increase and identify new partnerships	CTE Teachers		1. Increase WBL opportunities by at least two new partnerships (Metric)
3. Review work-based learning data	1. Collect data and feedback from partners, employers, and students to make programming adjustments	CTE Teachers		1. Completed data review and determine adjustments to WBL programs
4. Create work-based learning policies	1. Review the governor's workforce board guideline for WBL	CTE Teachers		1. Completed document of WBL policies

Quality and Teacher Leadership

Goals	Strategies/Action Steps	Who is Responsible	Target Dates or Timeline	Evidence of effectiveness and Metric
1. Develop workplace conditions that promote PD practice	1. Provide collaborate time for faculty and staff for PD learning opportunities relative to student learning, and other interest	School leaders		1. Allocated collaborative time to discuss PD learning opportunities 2. Identified PD learning opportunities
2. Empower and entrust faculty and staff with meeting the school's mission, vision, and values	1. Ensure professional decisions are based on effective practice 2. Provide faculty and staff with effective support to maintain successful transition to the work environment	School leaders		1. Hired the highest quality individuals as employees 2. Document of support provided to staff
3. Promote mutual accountability among faculty and staff	1. Provide transition practices, i.e., orientation, induction coach, mentor, employee support 2. Administer faculty and staff evaluations	School leaders and faculty and staff		1. Maintained the highest level of performance expectation for faculty and staff 2. Completed evaluations (See Appendix S)
4. Promote professional capacity and improvement of practice	1. Develop and support open and trusting relationship among faculty and staff	School Leaders and faculty and staff		1. Created shared and/or distributed leadership and collaborative teams
5. Encourage faculty-initiated improvements of programs and practice	1. Use multiple data points for the improvement programs and practices 2. Provide opportunities for open and honest dialogue relative to programs and practices	School Leaders and faculty and staff		1. Provided multiple data points for school improvement initiatives 2. Provided collaborative time

Family and Community Engagement

Goal(s)	Strategies/Action Steps	Who is Responsible	Target Date and Timeline	Effective Evidence and Metric
1. Speak and engage to children regarding their education	1. Provide techniques and skills to parents on school/education issues (MegaSkills).	Faculty and staff		1. Conducted training series using MegaSkills in English and Spanish
2. Attend and volunteer for school sponsored activities and events	1. Collaborate with families on some activities events 2. Shared with families leadership roles on some activities and events	Faculty and staff		1. Families leading and participating in activities and events
3. Continue to support student WBL experiences	1. Survey teachers and employers regarding WBL 2. Refine WBL experiences, if needed 3. Provide supports to students and partners	Faculty and staff		1. Worked with school leaders and teachers to improve and/or enhance WBL
4. Attend and workshops and trainings	1. Survey parents on topics on interest for workshops or trainings 2. Invite families to professional learning opportunities	Faculty and staff		1. 50% of the school's families will attend workshops or trainings offered by the school
5. Provide feedback on student performance and WBL placements	1. Solicit feedback by conducting surveys or questionnaires to employers and partners 2. Solicit feedback by surveys or questionnaires to teachers and students	Faculty and staff		5. 50% of WBL internal and external stakeholders' findings will be reported to school leaders

Operations and Management

Goals	Strategies/Action Steps	Who is responsible	Target Date or Timeline	Evidence of effectiveness and Metric
1. Manage staff resources	1. Optimize professional capacity to address student learning needs 2. Oversee acquisition of equipment and supplies	School leaders Faculty and staff		1. Hire the most quality individuals with expertise in knowledge and practices in meeting student needs 2. Continue to review and monitor hiring practices
2. Assign and schedule faculty and staff	1. Optimize professional capacity to address student learning needs 2. Supervise performance appraisal of instructional and non-instructional staff	School leaders		1. Final appraisals for instructional and non-instructional staff
3. Manage fiscal, physical, and other resources	1. Ensure that the facility is well maintained and repaired as needed 2. Design a school and safety plan 3. Engage and support curriculum, instruction, assessment 4. Engage and support student learning communities 5. Engage and support professional capacity 6. Support family and community engagement	School leaders		1. Conduct an annual facility audit to include, i.e., inventory of facility assets, policies and procedures, and facilities maintenance program of the school's facility 2. Developed school and safety plan 3. Documents of support and resources
4. Engage in effective budgeting and accounting practices	1. Oversee the school's monetary and nonmonetary resources	School leaders ⁵ and finance officer		1. Work with board members, and other school leaders to produce and implement a viable and sustainable budgeting and accounting system
5. Employ technology	1. Provide the necessary hardware and software, including educational materials for the operations and management of the school	School leaders and faculty and staff		1. Employed technology to improve the quality and efficiency of operations and management
6. Manage relationships with sending school districts	1. Identify board member (s) to board of trustee 2. Develop productive relationships with central office (s) and school board (s)	School leaders And Board of Trustees		1. Added one or more member(s) to Board of Trustees 2. Provide evidence of collaborations, i.e., agendas and meeting minutes
7. Maintain school governance	1. Optimize the internal and external political processes to navigate improving and achieving the school's mission and vision	School leaders, Board of Trustees, and faculty and staff		Continue with proven relationship and develop new relationships in an effort to improve stakeholder relationships

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